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ABSTRACT

California created the Teaching as a Priority (TAP) Program to increase the proportion of fully certified teachers in low performing schools. TAP funding to attract and retain fully certified teachers in these schools was to be disbursed through the schools at the individual level (e.g., signing bonuses) and school level (e.g., funds for additional literacy/math coach services). This study examined the familiarity of teachers currently employed in the low performing schools with TAP incentives, also asking them to rank the effects that TAP incentives would have on their continuing to teach at their current schools. Similar questions were presented to teachers who had moved from lower to higher performing schools and teachers who had resigned from low performing school. A sample of principals also completed interviews on their experiences implementing TAP. Teachers in the low performing schools had little familiarity with the TAP incentives, and they did not rank the impact of TAP incentives on their likelihood to remain at the low performing schools very highly. These results may have been due, at least in part, to the delayed implementation of the TAP program, which was also reflected in principal interviews. Appended are: (1) Current Teachers at API 1-5 Schools--Demographic Variables by Group (Population and Respondents); (2) Teachers Who Transferred from API 1-5 Schools to API 6-10 Schools--Demographic Variables by Group (Non-Participants and Respondents); (3) Teachers Who Resigned from API 1-5 Schools--Demographic Variables by Group (Non-Participants and Respondents); (4) Principal Interviews--Demographic Variables by Group (Non-Participants and Respondents); and (5) Nonparametric Tests of Significance among Groups. (Contains 70 tables and 9 figures.) (SM)

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A Preliminary Report on the Effects of the TAP Program on the Attraction and Retention of Fully Credentialed Teachers in API 1-5 Schools

Rudolf Neuhaus, Ph.D.

Los Angeles Unified School District
Program Evaluation and Research Branch
Planning, Assessment, and Research Division Publication No. 135

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Executive Summary

The Teaching as a Priority (TAP) Program was created by the State of California to increase the proportion of fully certificated teachers in API 1-5 schools. TAP funding to attract and retain fully certificated teachers in the API 1-5 schools was to be disbursed through the schools at the individual and school level.

At the individual level, TAP provides a signing bonus of up to $1,000 for fully credentialed teachers in shortage areas who are newly assigned or transfer to an API 1 school on or after July 1, 2002, or $450 in non-shortage areas (shortage fields are Elementary, Special Education, Math, Science, and English). TAP also provides a stipend of $1,350 to fully credentialed teachers who are continuously assigned at an API 1 school for three years beginning on or after July 1, 2001, paid at the end of the three years. However, neither of these TAP incentives to individuals were announced or implemented until after July 1, 2002; thus, they could not have had an effect on the attraction and retention of fully certificated teachers in the 2001-2002 school year.

TAP also provided funding at the school level. API 1-5 schools could apply for funds to be used for one or more of the following incentives: 1) additional literacy/math coach services, 2) professional expense accounts, 3) study groups, or 4) other activities (subject to state approval).

Goals of the Study

This study looked at the familiarity of teachers who are currently employed at API 1-5 schools with the TAP incentives. We also examined these teachers' evaluations of the TAP incentives by asking them to rank the effects that the TAP incentives would have on their continuing to teach at their current schools. Similar questions were presented to teachers who had moved from API 1-5 schools to API 6-10 schools, as well as teachers who had resigned from API 1-5 schools, to assess whether the TAP incentives would have had an impact on the likelihood of their remaining at their former API 1-5 schools. Finally, we also

interviewed a sample of principals in the API 1-5 schools to assess their experiences in implementing the TAP program.

Method

The study used a survey and interview research format to assess teachers' and principals' knowledge, opinions, and experiences with TAP. The questionnaire sent to the teachers first asked them to rate their familiarity with the TAP incentives. Most of the questionnaire asked them to rank their preferences for the TAP incentives using the paired comparison technique. The teachers were asked to rank the effects of the five TAP incentives (excluding the "other" category) on the likelihood of their remaining at their API 1-5 schools, in the context of 10 job-related factors found to be related to work satisfaction and organizational commitment. Those who transferred or resigned from API 1-5 schools received similar questionnaires asking them to rank the incentives in terms of the effect that they would have had on their remaining at their previous API 1-5 schools. The principal interviews were all conducted by telephone and usually took ten minutes or less to complete.

Results

Out of 1,000 surveys sent to a random sample of teachers currently at API 1-5 schools, 508 were returned. One hundred surveys were sent to a random sample of teachers who had moved to API 6-10 schools, of which 56 were returned. Similar questionnaires were sent to a random sample of 150 teachers who resigned from AP 1-5 schools, of which 59 were eventually returned.

Among the current teachers at API 1-5 schools, a large majority had little or no familiarity with the TAP incentives. Those who had little or no familiarity with TAP ranged from 57.2% for additional coaching services to 91% who were not familiar with the signing bonuses for TAP. Among the 100 teachers who moved to API 6-10 schools, those who had little or no familiarity with TAP ranged from 61.5% for additional coaching services to 96.2% having little or no familiarity with the signing bonus.

When asked to rank the effects of the TAP incentives on the likelihood of their remaining at the API 1-5 schools, both the teachers currently at the API 1-5 schools and those who had transferred to the API 6-10 schools ranked the TAP incentives at the bottom half of the scale in comparison to the job-related factors. Similar results were found among the teachers who had resigned from the API 1-5 schools.

Of the TAP benefits, the current API 1-5 teachers ranked the $1,350 stipend the highest and the study groups from TAP the lowest. When comparing current API 1-5 teachers by their eligibility for TAP, little difference in the rankings was found between those who were eligible for TAP and those who were not. The only significant difference was that those who were not eligible for TAP ranked the signing bonus and the additional coaching services higher than did those who were eligible.

Similar results were found for the current API 1-5 teachers when comparing their rankings by total years teaching (those eligible for TAP incentives have been teaching longer than those not eligible). However, only the signing bonus from TAP showed a statistically significant difference (i.e., the newer teachers tend to rank the signing bonus higher than the more experienced teachers).

The teachers who transferred to API 6-10 schools ranked the $1,350 stipend the highest of the TAP benefits, whereas the teachers who resigned from the API 1-5 schools ranked the professional expense accounts from TAP the highest. Both groups of former API 1-5 schoolteachers ranked study groups funded by TAP the lowest of all the incentives.

The study examined the relationship between familiarity with the TAP incentives among teachers currently at the API 1-5 schools and their rankings of the incentives. Statistically significant correlations were found between familiarity with the incentives and their rankings of the incentives. These results were supported by the finding that those teachers who had actually received TAP benefits ranked professional expense accounts significantly higher than did those who had not used them.

Since one of the goals of TAP is to retain fully certificated teachers, we also examined the relationship between receiving TAP benefits and intention to leave the current API 1-5 school. This analysis found no significant relationship between these two variables among the teachers currently at the API 1-5 schools.

Finally, differences in the rankings among teachers who were teaching in the shortage areas versus those not in the shortage areas were examined. Among both the current API 1-5 teachers as well as those who had moved to API 6-10 schools, no differences were found in the TAP rankings between those who were in shortage areas versus those who were not.

The comments of the teachers were also examined. Among the current API 1-5 teachers, the comment category with the most responses was that they were not familiar with TAP or some of its components. Among the teachers who moved to the API 6-10 schools and those who resigned from API 1-5 schools, most of the comments were about reasons for leaving. The most common reasons mentioned were problems with the school administration.

The final category of data came from the principal interviews. Fifty out of 60 principals whom we attempted to call participated. Many of the principals made favorable comments about TAP. Some stated that they appreciated funding and support for more experienced teachers. However, many expressed frustration with the lateness of the TAP fund disbursal. Some complained that, while the teachers in their schools had wanted to use the TAP funding for professional development or study groups, the TAP funding was received so late in the school year that it could not be used for anything other than purchasing material goods (e.g., computers, instructional materials). A number of the principals said that their funding had been frozen earlier this year; some said that they had been told that the TAP funds would be returned to the general fund. A number expressed the hope that the TAP funding will continue but that it will be disbursed earlier in the school year, and with an easier application process.

Conclusion

Teachers in API 1-5 schools had little familiarity with the TAP incentives, and they did not rank the impact of the TAP incentives on their likelihood to remain at the API 1-5 schools very highly. No doubt these results were due at least in part to the delayed implementation of the TAP Program, which was also reflected in the interviews with the principals. As the TAP Program is more fully implemented, it also will be possible to more fully assess the impact of the program. And, as the correlation between familiarity and the TAP rankings suggest, a complete implementation of the program may lead to positive effects on teacher attraction and retention at API 1-5 schools.

Introduction

The availability of credentialed teachers has been an issue of concern in the State of California for some time. This problem is most pronounced in large urban districts such as the Los Angeles Unified School District (LAUSD). Within LAUSD, as throughout other school districts, the problem is most pervasive in schools that score in the bottom half (deciles 1-5) of the Academic Performance Index (API). LAUSD has long been concerned with increasing the proportion of fully credentialed teachers, especially at API 1-5 schools.

To address the inequities at the lower API levels, the California State Legislature passed SB 1666, which created the Teaching As A Priority (TAP) Block Grant to be administered by the State Department of Education with the approval of the State Board of Education. The legislation provided $118 million statewide during FY 2000-01 to districts for incentives to recruit and retain fully credentialed teachers to teach in low-performing schools (i.e., those with an API in deciles 1-5). Incentives may include, but are not limited to, signing bonuses, housing subsidies, and improved working conditions.

The current study will look at the effects of the TAP Program on the recruitment and retention of fully credentialed teachers at LAUSD. The expected effects of the TAP Program at LAUSD are the following:

1. Increase the proportion of the teachers at the API 1-5 schools who are fully certificated, through new hires or transfers from API 6-10 schools.
2. Decrease the proportion of fully certificated teachers who leave the API 1-5 schools.

A study by the California Department of Education indicates that the percentage of not fully credentialed teachers in grades K-3 increased in the state from two percent in 1995-

96 to twelve percent in 1997-98, and the percentage in grades 4 and above also increased. In LAUSD, the percentage of teachers who are not fully credentialed has increased from 9% in 1995-96 to 23% in 2000-01 (see Table 1). In the API 1-5 schools, the percentage of teachers not fully credentialed is 67%. It is in the context of these large, systemic changes that TAP is being implemented to increase the proportion of fully credentialed teachers.

Teachers who leave the API 1-5 schools do so for a number of reasons, which include the following:

- Transfer to an API 6-10 school in the District
- Transfer to a non-teaching job in the District
- Quit, leave the District for a teaching job
- Quit, leave the District for a non-teaching job or other pursuits (e.g., return to school)
- Transfer to another API 1-5 school in the District
- Retire
- Terminated by District

Certificated teachers who transfer from one API 1-5 school to another API 1-5 school do not affect the number of teachers that the District wants to attract and retain under TAP, but they may make tracking flows difficult. However, it is expected that such transfers are rare. Also, the number of certificated teachers who are terminated by the District is expected to be quite small. For purposes of this study, the first four bulleted reasons above will be the turnover of interest. Thus, we want to increase the number of certificated teachers at the API 1-5 schools who remain until retirement.

The District has agreed with UTLA to use the TAP money for a number of incentives. These include monetary awards paid directly to teachers at API 1 schools only, and funds to

Table 1.

10-Year Teacher Turnover at LAUSD

Year	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
All Teachers as of Norm Day	27,153	26,545	26,439	26,667	27,048	29,509	31,492	34,111	35,381	36,496
New Emergency Permits*	190	427	770	867	703	2,333	2,022	2,127	2,121	2,384
All Emergency Permits*	1,083	1,588	2,051	2,474	2,499	4,221	5,469	6,511	7,805	8,408
Proportion of Total Teachers Who Have Emergency Permits*	0.04	0.06	0.08	0.09	0.09	0.14	0.17	0.19	0.22	0.23
Teachers Hired May - April	1,283	1,759	2,664	2,207	2,325	4,689	4,298	4,755	4,303	4,592
Proportion of New Teachers Who Have Emergency Permits*	0.15	0.24	0.29	0.39	0.30	0.50	0.47	0.45	0.49	0.52

*Includes employees serving under emergency credentials, permits, waivers, and pre-intern certificates.

improve working conditions at API 1-5 schools. The monetary incentives paid directly to the teachers comprise the following:

1. A signing bonus of $1,000 for fully credentialed teachers in shortage areas who are newly assigned or transfer to an API 1 school on or after July 1, 2002, or $450 in non-shortage areas. Shortage fields are Elementary, Special Education, Math, Science, and English.
2. An annual stipend of $450 for fully credentialed teachers who are continuously assigned at an API 1 school for three years beginning on or after July 1, 2001. The accumulated sum will be paid at the conclusion of three school years, for a total of $1,350. Teachers who retire before the end of three years can receive a pro rata share.

The awards through the schools include $6.77 million that are specifically allocated for math and literacy coaches. The remainder, minus administrative costs, may be allocated to the schools for the following approved activities:

1. Additional literacy/math teacher coach services. Literacy/math coaches observe instruction, model lessons, assist with student assessments, conduct in-service training, and provide class coverage to allow teachers to observe other teachers.
2. Professional expense accounts. These accounts provide reimbursements to fully credentialed teachers for relevant educational training fees, college tuition, travel related to conference attendance, conference fees, instructional materials, computer hardware and software, and fees related to credentialing and certification including National Board Certification fees.

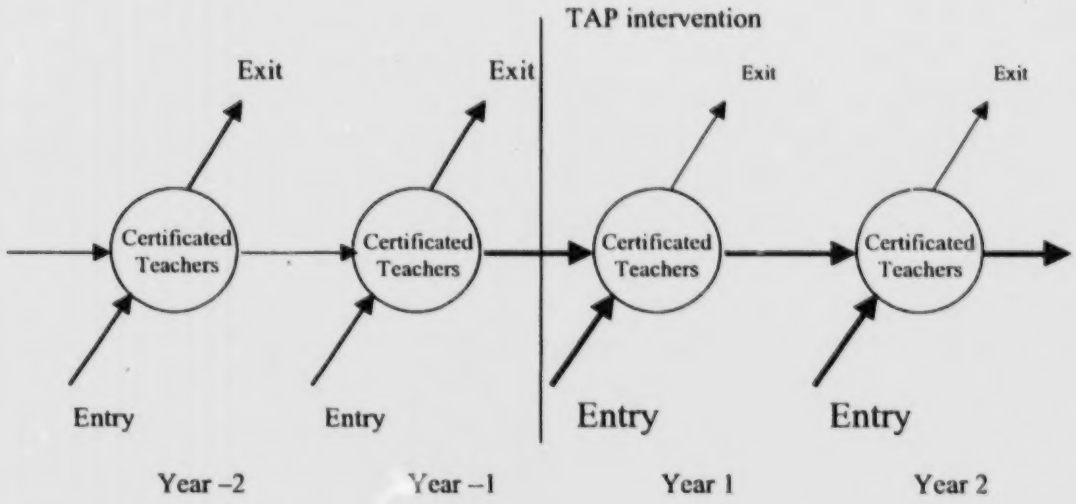
3. Study Groups. Study groups are learning communities in which participants investigate pedagogical issues relevant to the needs of their school and the students whom they serve. Study groups consist of a small number of fully credentialed teachers who meet regularly outside of regular schools hours to investigate relevant pedagogical issues.
4. Activities not listed. Schools may apply to engage in activities for attracting and retaining fully credentialed teachers that are not included in the previous three categories. These activities must be approved by the Human Resources Division, which then submits the proposal to the State for approval.

The incentives supplied by TAP are being implemented in phases. The incentives for improving working conditions (the menu items) were disbursed to the schools during the 2001-2002 school year. The stipends and signing bonuses had been expected to be implemented and publicized in Spring 2002. However, because of delays in implementing the program, the stipends and signing bonuses did not take effect until July 1, 2002. Thus, the complete TAP incentives are being phased in over a two-year period, which from a research standpoint may make it possible to disentangle some of the individual effects of the TAP incentives.

Purpose of the Study

This study will examine the effects of TAP on the number of fully credentialed teachers in the API 1-5 schools. The flow of fully credentialed teachers is shown conceptually in Figure 1. The first two years in Figure 1 are the baseline years. In this model, the percentage of fully certificated teachers entering the schools increases as a result of TAP, while the percentage leaving decreases.

Figure 1. Hypothetical certificated teacher personnel flow in API 1-5 schools, with incentives implemented inYear 1.



The schematic shown in Figure 1 lends itself to an evaluation approach called an interrupted time series design. In this design, attraction and retention are measured for a number of baseline years. The effects of the intervention (TAP) will be examined by looking at changes in attraction and retention in the years after the intervention. This method will be discussed further in the next report, which will include data on the number of teachers resigning for the years under study. The terms are defined as follows:

1. Attraction: The proportion of fully credentialed teachers at each school who accept teaching positions as new employees each year, including transfers from API 6-10 schools in the district and new hires from outside the district.
2. Turnover: The proportion and number of fully credentialed teachers at each school who voluntarily leave classroom teaching for any reason other than retirement in API 1-5 schools.

Research Questions

1. Are the number and proportion of fully credentialed teachers who are transfers or new hires in the API 1-5 schools increasing as a result of TAP?
2. Are the number and proportion of fully credentialed teachers who are leaving the API 1-5 schools decreasing as a result of TAP?
3. Do the effects of the incentives vary as a function of school API level? Do the effects vary by shortage area?
4. Does the attraction and retention of fully credentialed teachers vary as a function of the incentives received?
5. Do teachers or potential teachers know about the signing bonuses, stipends, or availability of menu items?
6. What is the importance of the TAP incentives to the teachers in the context of other job satisfiers and dissatisfiers?
7. Does the organizational commitment of the teachers vary as a function of the incentives received?
8. To what extent are principals implementing the TAP Program? How are principals using the TAP funds?
9. How much support for the implementation of TAP do the schools receive from local Districts?

The first four questions pertain to phenomena that are conceptualized as school-level variables. They will be addressed in future studies as more data at the school level are accumulated. The last five questions pertain to data conceptualized at the individual level (5 to 7 are teacher-related, 8 to 9 are principal-related), and will be addressed in this study. Because there are two levels of analysis, separate databases have been created for each.

Database Development

The school-level database includes the following information derived from district records:

1. Number of teachers at the school

2. Number of fully credentialed teachers at the school
3. Number of fully credentialed teachers entering the school
4. Number of fully credentialed teachers leaving the school

Additional data have been collected at the individual level. Some of the individual-level data will be aggregated and included in the school-level analyses. The individual-level database will include the following fields:

1. Teacher demographic variables (gender, ethnicity)
2. Teacher credential
3. Shortage area of credential
4. Teacher degrees received
5. Date teacher started at the school
6. Prior location of teacher before coming to this school
7. Date left school (if applicable)
8. Location to which teacher left

The school-level database will utilize aggregation of these variables derived from teacher data. Data specific to the school, such as Local District and API score, will be added to the database. Finally, data on the menu items chosen by the school will be added. This will allow us to calculate a regression equation that tests how important each of the variables are in affecting turnover.

Field Data Collection

Voluntary turnover is the result of choices made by individual teachers. Thus, turnover at the school level is the aggregate result of choices made by individual teachers. In

order to know which of the incentives is driving these choices, we are examining the perceptions of the individual teachers who are making the decision to stay or leave.

Two focus groups from a sample of teachers who are continuing at their schools were conducted to enable us to get a complete list of important reasons why teachers might stay or leave their API 1-5 schools. Sources of teacher job satisfaction indicated in the research literature and in previous studies at LAUSD were first used to develop the list of possible reasons for turnover used in the focus group. This list was further refined for the questionnaire using the information generated in the focus groups.

The focus groups consisted of about 15 members each. One group was composed of elementary school teachers and the other was composed of secondary teachers. The information generated in the focus groups was used in the development of the questionnaires.

Method

Sampling

This study looks at the responses of teachers and principals at the 448 API 1-5 schools that participated in the TAP program. A total of 29,650 teachers from these schools were identified. From this population, a sample of 1,000 teachers was randomly selected.

A sample of 100 teachers who left API 1-5 schools after 2000-2001 and transferred to API 6-10 schools was also randomly selected. An additional probability sample of 150 teachers who resigned from LAUSD after the 2000-2001 school year was also selected.

Finally, a random sample of 60 principals from the 448 API 1-5 schools was selected. These principals were telephoned and invited to participate in a brief telephone interview.

Questionnaire

A questionnaire was developed specifically for this study. The first part of the questionnaire asked teachers about their familiarity with the various types of incentives funded by TAP. The anchor points for the scales were (1) Not at all familiar with it and (5) Very familiar with it. The teachers were asked to rate their familiarity only with those items funded by TAP. These items were the following:

- Annual stipend for fully credentialed teachers in API 1 schools
- Signing bonus for fully credentialed teachers in API 1 schools hired after 7/1/02
- Additional literacy/math teacher coach services
- Professional expense accounts
- Study groups

The major part of the questionnaire consisted of the items that asked about the five TAP benefits and the 10 comparison factors. These 15 items (all factors that could influence

intent to remain at the school) were compared to each other in triads. These triad comparisons are based on the "paired comparison" procedure that has long been used to measure perceptions of social phenomena.

Each item (triad) listed three factors to be compared to each other. Any two factors were compared to each other only once in the study. Respondents were asked to rank the highest and lowest item in each triad and to leave one blank (middle value).

The final factors that were compared in the triads were stated as follows:

- Support from administration at your school
- Availability of instructional materials
- Helping children learn and develop
- Chance to influence policies and decision making at your school
- Freedom and autonomy in activities related to job
- Time spent on non-teaching related duties
- Chance to grow professionally
- Support from the parents of your students
- Salary
- Benefits
- $1,000 signing bonus from TAP for fully credentialed teachers hired after 7/1/02
- $1,350 stipend from TAP for current fully credentialed teachers paid after three years
- Additional coaching services from TAP
- Professional expense account from TAP
- Study groups from TAP

If these factors had been compared to each other in pairs, a total of 105 items would have been necessary. However, by using triads, only 35 items were needed. This use of

triads greatly decreases the ranking burden on the respondents over that of paired comparisons yet it produces comparable results.

The actual scoring was based on the comparison of each factor to each other factor (the paired comparison), based on their rankings in the triads. The factor that was rated higher in each pair was assigned a value of one for that comparison, and these scores were summed across all comparisons. Thus, each factor could have a score from 0 to 14. A value of .5 was assigned to the comparison of each factor with itself (these comparisons were not actually made), thus the final range of scores for the factors was .5 to 14.5.

Following the items comparing the factors, three items asked about intentions to leave the district. The remainder of the items asked about demographic variables such as gender, ethnicity, local district, highest degree received, employment status, credentials and authorizations, and length of time teaching.

In order to control for effects of the order of the items, two versions of the surveys were sent out to the current teachers and the teachers who transferred. The second version was the first version with the triads in the reverse order. The questionnaires were also coded in order to keep track of the level of the schools (elementary, middle school, and high school) to which they were sent.

Data Collection

The surveys were sent out by school mail at the beginning of May. After a low rate of response to the first mailing, a second letter asking for participation was sent to teachers in the sample. Because the total rate of response after the second request was still below 50% (a minimum standard goal for survey research), a third request was made near the end of the school year. Also, a second wave of questionnaires was sent to all teachers on C track

because these teachers were off track at the time of the first mailing, which may have resulted in the original questionnaires being misplaced in the mail. The current API 1-5 school teachers and the teachers who transferred to the API 6-10 schools were surveyed simultaneously.

The telephone surveys with the principals were conducted at the end of May through early June. In telephoning the 60 principals who had been sampled, a number of passes through the total list were completed. Principals who participated in an interview were removed from the list of those to be contacted for the next iteration of telephone contacts. This procedure yielded telephone contacts with 51 principals, of whom 50 completed the interviews and one refused to participate.

Questionnaires Sent to Teachers Who Resigned From API 1-5 Schools

A version of the questionnaire very similar to that sent to the teachers who transferred from the API 1-5 schools was sent in August to the teachers who had resigned. This version differed from the others mainly in that it asked the respondents to estimate the impact that the factors *would* have had on their willingness to remain at the LAUSD school at which they worked in the 2000-2001 school year. Also, items asking about intention to remain at LAUSD were not included in this version of the questionnaire.

Due to a poor response to the first wave of data collection, a second, shorter version of the questionnaire was developed. This questionnaire used a graphic rating scale instead of the modified paired comparison format to obtain the rankings. In this version of the questionnaire, the items that asked about the five TAP benefits and the ten comparison factors were listed on the page along with their labels. The respondents were asked to rate these factors by placing their labels on the vertical line that was on the page. The positive

part of the scale was 14 cm long, and the negative part was 4 cm long. The scale was scored in millimeters, thus the scores could range from a minimum of –40 to a maximum of 140. The rating for each factor that was recorded was the location of the factor on the scale, measured in millimeters from the zero point (which ranged from –40 to 140).

Data Collection From Teachers Who Resigned From API 1-5 Schools

The original version of the questionnaire was sent out in August. Fourteen of the questionnaires were returned as not deliverable, leaving an effective sample of 136. Twenty-three of these questionnaires were returned after two weeks (17% of 136). Three more were eventually returned, for a total of 26.

The shorter version was sent to the remaining sample in early September. Fifteen of these questionnaires were returned after about two weeks. A second mailing of this version of the questionnaire was mailed to the remaining sample in mid September. Eighteen more of the shortened questionnaires were subsequently returned (two respondents also returned completed copies of the original long version of the questionnaire). Thus, the final return was 59 out of 136 teachers who had resigned (an effective return rate of 43%).

Results

Descriptive Statistics

Teachers currently at API 1-5 schools. The final return was 508 out of 1,000 questionnaires (50.8% of the sample). Surveys of both forms were returned in approximately equal numbers within each level of school (see Table A-1 in Appendix A). The respondents mirrored the population distribution in level of school, local district, gender, and ethnicity (see Tables A-1 through A-4). However, the respondents tended to be somewhat more experienced than the population. The respondents had a higher level of education (see Table A-5), were more likely to be permanent employees (see Table A-6), and were more likely to be eligible for TAP funds (see Table A-7), and were less likely to have emergency credentials (see Table A-8). The respondents also had more years of experience (median = 9 years) with the district than the population (median = 6.5 years, see Table A-11).

Teachers who transferred to API 6-10 schools. Fifty-six out of 100 teachers who moved to API 6-10 schools responded. The distributions of the teachers who moved to the API 6-10 schools were similar to those of the teachers still in API 1-5 schools. The respondents were similar to the non-participants (i.e., those who were not selected plus those who did not respond) in level of school, local district, gender, and ethnicity (see Tables B-1 through B-4 in Appendix B). These respondents also tended to be more experienced than the non-participants. The respondents had a higher level of education (see Table B-5), were more likely to be permanent employees (see Table B-6), and were more likely to be eligible for TAP funds (see Table B-7). The respondents also had fewer emergency credentials than the non-participants, but this difference was not statistically significant (see Table B-8). The

number of years of experience was not significantly different for the two groups (see Table B-11).

Teachers who resigned from API 1-5 schools. The teachers who responded were similar in demographic characteristics to the non-participants, with no statistically significant differences in any of the comparisons (see Tables C-1 to C-11 in Appendix C). A comparison of the tables in Appendixes A, B, and C indicated that the teachers who transferred to API 6-10 schools were the most experienced, whereas those who resigned from the API 1-5 schools were the least experienced.

Ratings of the Factors

Familiarity with TAP incentives. These analyses address the fifth research question. Familiarity with the TAP incentives was low among both the current teachers at API 1-5 schools (see Table 2) and the teachers who transferred to the API 6-10 schools (see Table 3). Current teachers reporting little or no familiarity (a rating of 2 or 1) ranged from 57.2% for "additional coaching services" to 91% for "signing bonus" (for ease of presentation in the results section, the factor names are abbreviated from their listing in the questionnaire).

The familiarity of the teachers who transferred to API 6-10 schools with the factors was also examined (see Table 3). The percentage of teachers who had transferred to the API 6-10 schools who had little or no familiarity with the items ranged from 61.5% for "additional coaching services" to 96.2% for "signing bonus."

The percentage of those with little or no familiarity with TAP was further examined by comparing the ratings of those who were not eligible for TAP to those who were. These comparisons are graphed in Figure 2, which indicates that the overall familiarity with the TAP incentives was quite low. In Figure 2, the percentage of the teachers who transferred to

Table 2

Familiarity of Current API 1-5 School Teachers With TAP Incentives

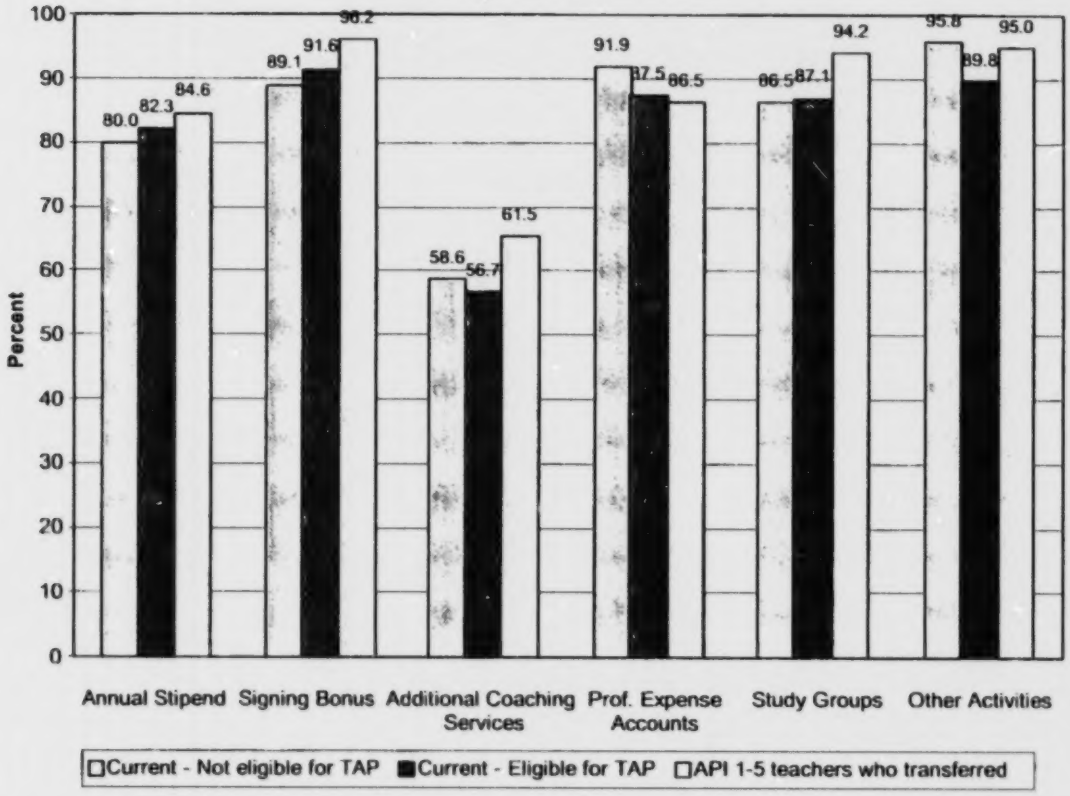
Very familiar	Annual stipend		Singing bonus		Additional coaching services		Professional expense accounts		Study groups		Other Activities not listed	
with it	N	%	N	%	N	%	N	%	N	%	N	%
5	24	4.9	6	1.2	67	13.7	15	3.1	15	3.0	5	1.2
4	29	5.9	13	2.6	67	13.7	8	1.6	15	3.0	9	2.2
3	36	7.4	25	5.1	76	15.5	32	6.5	33	6.7	22	5.4
2	43	8.8	44	8.9	43	8.8	45	9.2	50	10.1	30	7.3
1	357	73.0	404	82.1	237	48.4	391	79.6	381	77.1	344	83.9
Not at all familiar with it												
Total	489	100.0	492	100.0	490	100.0	491	100.0	494	100.0	410	100.0
Missing	19		16		18		17		14		98	
Mean	1.6		1.3		2.4		1.4		1.5		1.3	

Table 3

Familiarity of API 1-5 School Teachers Who Transferred With TAP Incentives

Very familiar	Annual stipend		Singing bonus		Additional coaching services		Professional expense accounts		Study groups		Other activities not listed	
with it	N	%	N	%	N	%	N	%	N	%	N	%
5	0	0.0	1	1.9	7	13.5	1	1.9	1	1.9	1	2.5
4	3	5.8	1	1.9	5	9.6	4	7.7	2	3.8	0	0.0
3	5	9.6	0	0.0	8	15.4	2	3.8	0	0.0	1	2.5
2	3	5.8	3	5.8	6	11.5	2	3.8	4	7.7	0	0.0
1	41	78.8	47	90.4	26	50.0	43	82.7	45	86.5	38	95.0
Not at all familiar with it												
Total	52	100.0	52	100.0	52	100.0	52	100.0	52	100.0	40	100.0
Missing	4		4		4		4		4		16	
Mean	1.4		1.2		2.3		1.4		1.3		1.2	

Figure 2. Percentage of teachers with little or no familiarity with TAP



API 6-10 schools who had little or no familiarity with the TAP incentives is compared to that of the current teacher groups as a check. Because they have left the API 1-5 schools, the teachers who transferred could be expected to have less familiarity with TAP than the current teachers, and this is the general pattern that was found.

Teachers' Rankings of Factors

Rankings of factors by teachers currently at API 1-5 schools. Analyses of rankings address the sixth research question. The mean rankings are shown in the far right column of Table 4, sorted in descending order by size of average ranking. Overall, the TAP benefits

Table 4

Current API 1-5 Teachers' Rankings of Factors by Eligibility for TAP Benefits

	Eligible for TAP benefits		Total sample
	No	Yes	
Helping children learn and develop	11.57	11.46	11.45
Salary	10.73	11.24	11.20
Benefits	8.97	9.76	9.61
Support from administration at school	9.74	9.55	9.60
Freedom and autonomy	8.45	9.69	9.42
Availability of materials	8.92	8.69	8.73
Chance to grow professionally	9.45	8.50	8.66
Support from the parents	8.17	8.55	8.45
Stipend from TAP	7.19	7.53	7.47
Chance to influence policies & decisions	6.25	7.24	7.07
Professional expense accounts from TAP	5.28	5.74	5.64
Signing bonus from TAP	5.27	3.99	4.28
Additional coaching services from TAP	5.11	3.75	4.00
Time spent on non-teaching related duties	4.04	3.94	3.97
Study groups from TAP	3.35	2.85	2.92
N =	95	357	464

were ranked at the low end of the scale. The results indicate that, on average, the teachers ranked "helping children learn and develop" the highest and ranked "study groups from TAP" the lowest (see Table 4).

The next highest ranked factors are salary and benefits. The next five factors rated in descending order ("support from administration at school" through "support from the parents") are all factors related to the job. The next factor (the ninth highest or seventh lowest) is the first TAP benefit, "stipend from TAP." The next factor, "chance to influence policies & decisions," is another job-related factor.

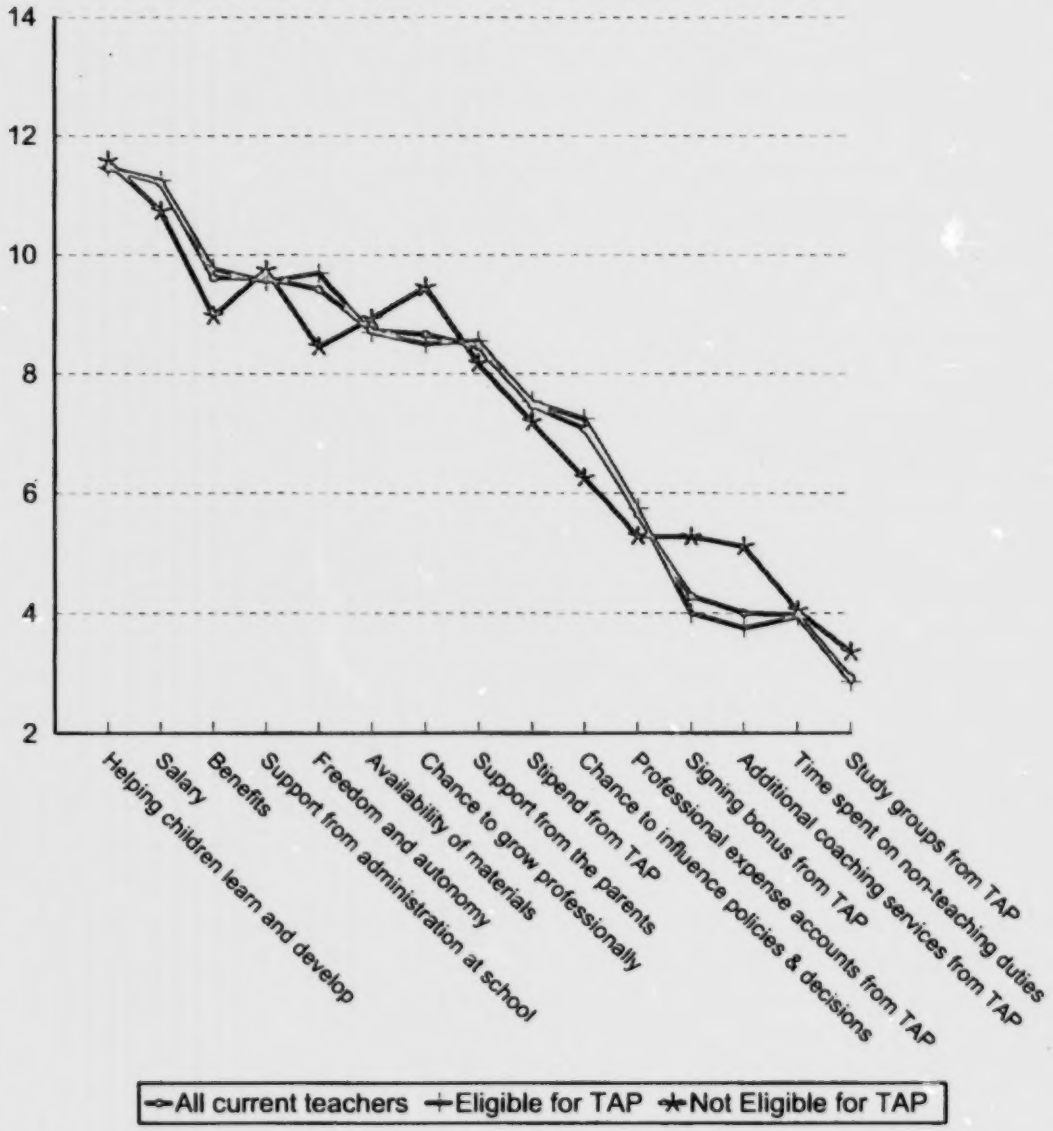
Moving toward the low end of the scale, the eleventh through thirteenth highest (fifth through third lowest) rankings were for "professional expense accounts from TAP," "signing bonus from TAP," and "additional coaching services from TAP." The next factor, the second lowest, "time spent on non-teaching duties," is a job-related factor that is a frequent source of complaint among teachers. Ranked lowest of all was the factor, "study groups from TAP."

Teachers' rankings of factors by eligibility for TAP. Comparing the ranking of teachers who are eligible for the TAP benefits to those who are not addresses the question implied in the state legislation: Are the proposed TAP incentives really incentives for the teachers to take a position and remain at the API 1-5 schools? The comparisons indicate that the rankings for the two groups were similar to each other on most factors. These results are shown in the first two columns of Table 4 and are also presented in graphic form in Figure 3. The rankings for the total sample are shown for purposes of comparison. Because those eligible for TAP (N = 357) made up a larger proportion of the total respondents than did those not eligible (N = 95), the means of those eligible will be closer to the total respondent means.

Looking first at the TAP incentives, the teachers who were eligible for TAP ranked "signing bonus from TAP" (M = 3.99) lower than did the teachers not eligible for TAP (M = 5.27), z (452) = -3.71, p = 001. The teachers who were eligible for TAP also ranked "additional coaching services from TAP" (M = 3.75) lower than did the teachers not eligible for TAP (M = 5.11), z (452) = -5.50, p = .001 (see Table E-1 in Appendix E).

The rankings of "study groups from TAP" by the teachers not eligible for TAP (M = 3.35) were statistically significantly higher than were those by the teachers eligible for TAP

Figure 3. Current API 1-5 teachers' rankings of factors by eligibility for TAP benefits



(M = 2.85), z (452) = -2.33, p = .02 (see Tables 4 and E-1). However, since both groups ranked this factor the lowest, these differences appear to have little practical significance. The rankings by the teachers not eligible for TAP for "stipend from TAP" (M = 7.19) were

similar to those of the teachers eligible for TAP (M = 7.53), as were the rankings by the TAP eligible teachers for "professional expense accounts from TAP" (M = 5.28) vs. those not eligible (M = 5.74). These differences were also not statistically significant.

Differences between the groups were found on the comparison factors. The current API 1-5 teachers eligible for TAP benefits ranked "benefits," "freedom and autonomy," and "chance to influence policies & decisions" higher than did those not eligible for TAP (all had $z < -2.1, p < .05$). The factor, "chance to grow professionally," was ranked lower by current teachers eligible for TAP than by those not eligible, z (452) = -3.23, p = .001 (see Tables 4 and E-1).

Rankings of factors by total years teaching. These comparisons address the broader question: Do the TAP incentives equally affect teachers at different levels of teaching experience? For these analyses, the length of teaching variable was collapsed into four categories: 0 to 3 years, 4 to 10, 11 to 20, and 21 or more. The results of these analyses are shown in Table 5 and Figure 4. Since length of time teaching and eligibility for TAP are related (r = .47, $p < .001$), the results paralleled those of the analyses for eligibility. Inspection of the table and graph indicates that "signing bonus from TAP" was the only TAP incentive that had a significant difference among the groups. Teachers with less experience ranked this more highly than did those with more experience, χ^2 (3, N = 456) = 9.10, p = .028 (see Tables 5 and E-2).

Inspection of the tables and graph indicates that the factors, "benefits," "freedom and autonomy," and "chance to influence policies and decisions," were all ranked more highly by the more experienced teachers than the less experienced ($p < .05$). The last factor to indicate a practical (as well as statistically) significant difference was "chance to grow

Table 5

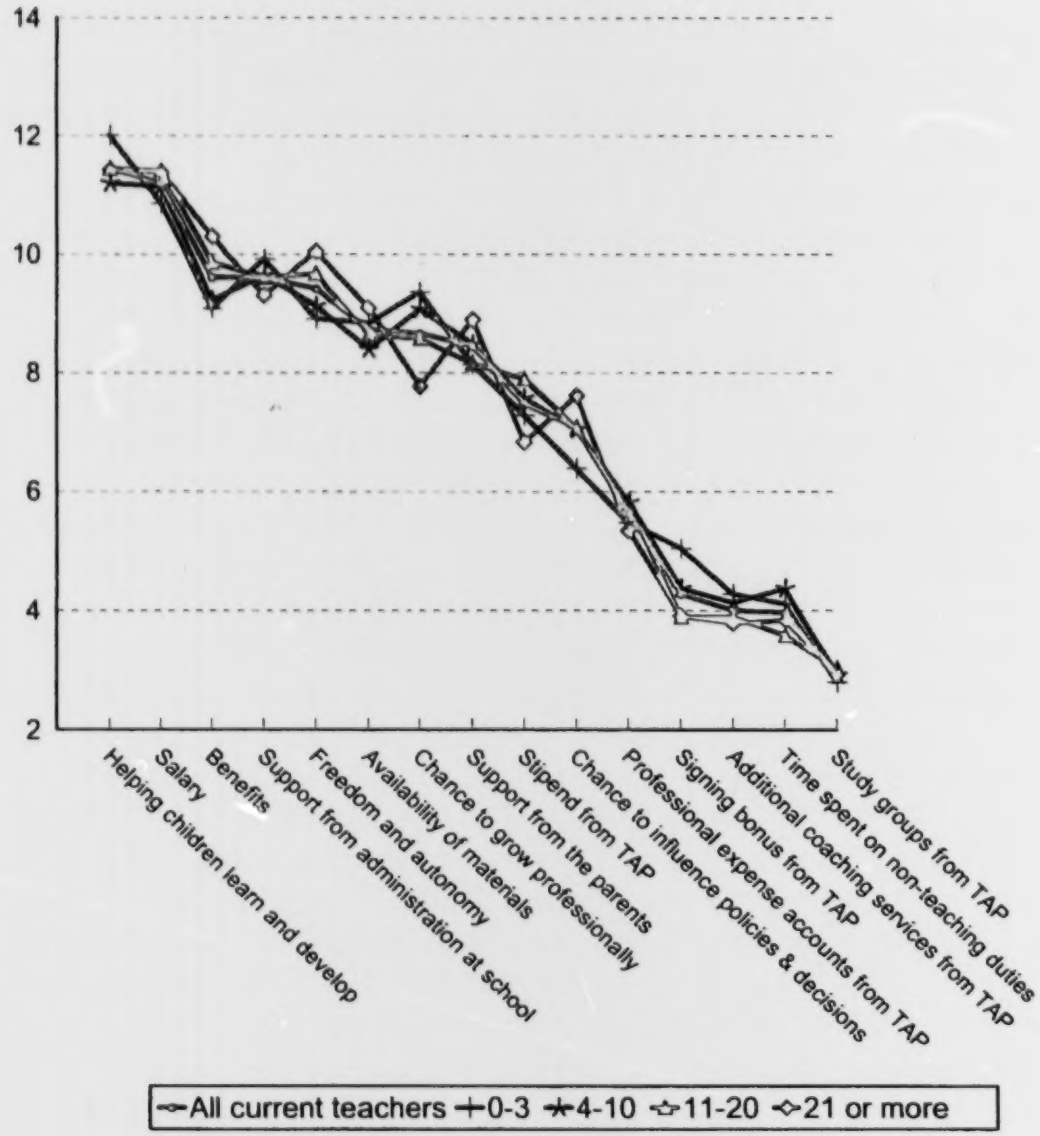
Current Teachers' Rankings of Factors by Total Number of Years of Teaching

	Total number of years teaching				
	0-3	4-10	11-20	21 or more	Total sample
Helping children learn and develop	12.01	11.20	11.43	11.43	11.45
Salary	10.86	11.14	11.44	11.38	11.20
Benefits	9.08	9.22	9.89	10.30	9.61
Support from administration at school	9.92	9.64	9.62	9.31	9.60
Freedom and autonomy	8.91	9.13	9.63	10.05	9.42
Availability of materials	8.84	8.40	8.64	9.10	8.73
Chance to grow professionally	9.36	9.07	8.53	7.77	8.66
Support from the parents	8.14	8.48	8.16	8.90	8.45
Stipend from TAP	7.28	7.57	7.93	6.83	7.47
Chance to influence policies & decisions	6.39	7.04	7.02	7.61	7.07
Professional expense accounts from TAP	5.48	5.82	5.82	5.35	5.64
Signing bonus from TAP	5.04	4.37	3.92	3.91	4.28
Additional coaching services from TAP	4.28	4.13	3.89	3.79	4.00
Time spent on non-teaching duties	4.11	4.37	3.57	3.84	3.97
Study groups from TAP	2.80	2.92	3.02	2.93	2.92
N =	83	152	111	110	464

professionally" ($p = .001$). This factor was ranked more highly by the teachers with less experience than those with more experience (see Tables 5 and E-2).

Rankings of factors by teachers who transferred to API 6-10 schools. The mean rankings of the factors by teachers who transferred from the API 1-5 schools are shown in Table 6 and Figure 5. The rankings of current teachers are shown for comparison. When making the comparisons to current teachers at API 1-5 schools, it should be emphasized that for the teachers who left the API 1-5 schools, the task was a retrospective one. These teachers were asked to estimate the effect these factors would have had on their desire to stay at their former (the API 1-5) school.

Figure 4. Current teachers' rankings of factors by total number of years teaching



The results indicate that the former teachers had about the same rankings as the current teachers for most of the factors. The rankings of the TAP factors by the teachers who transferred were also at the lower end of the scale like those of the current teachers. There

Table 6

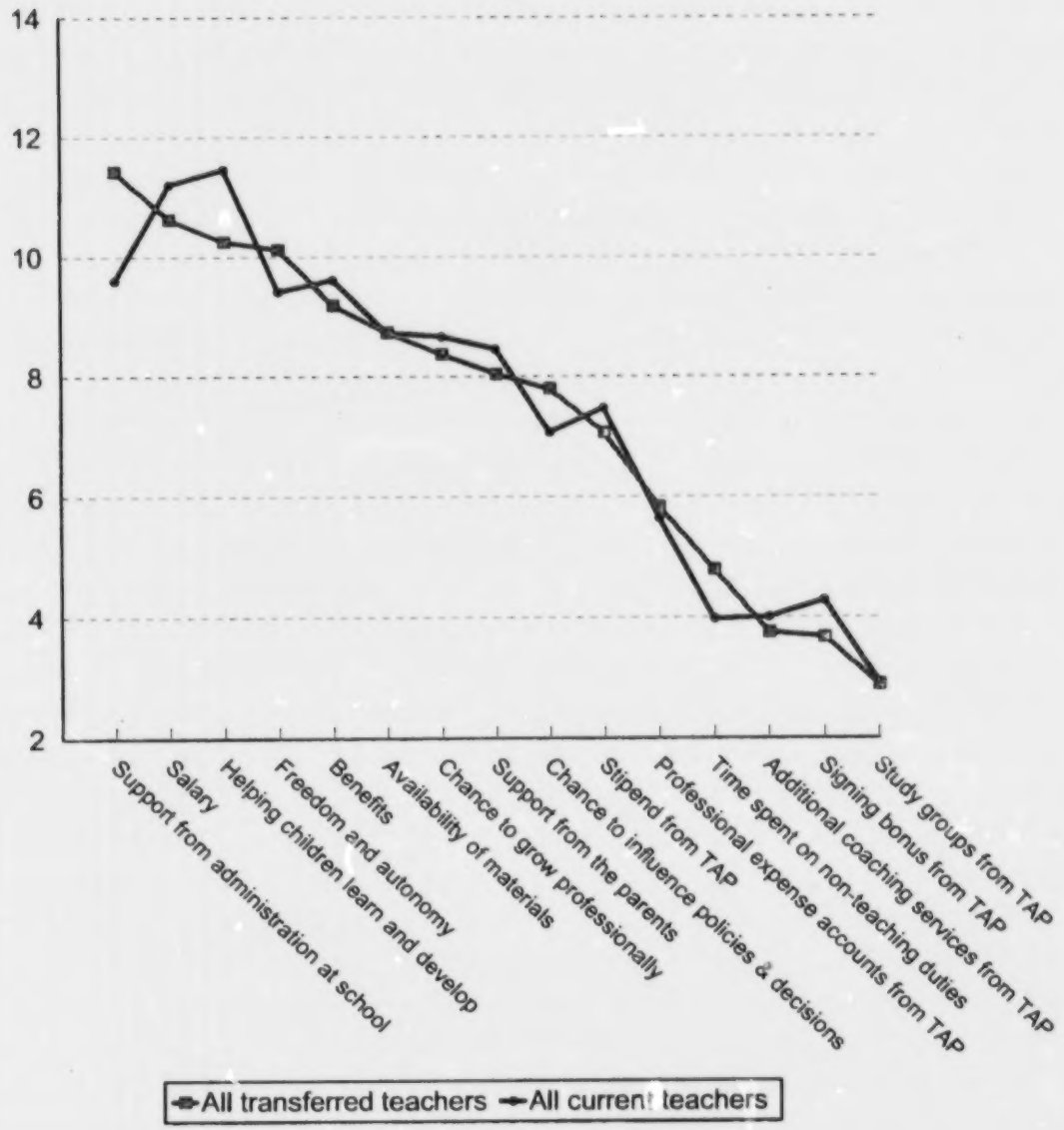
Rankings of Factors by Recency of Teaching at API 1-5 Schools

	Teaching at API 1-5 school	
	Transferred	Current
Support from administration at school	11.42	9.60
Salary	10.62	11.20
Helping children learn and develop	10.25	11.45
Freedom and autonomy	10.12	9.42
Benefits	9.19	9.61
Availability of materials	8.73	8.73
Chance to grow professionally	8.37	8.66
Support from the parents	8.04	8.45
Chance to influence policies & decisions	7.79	7.07
Stipend from TAP	7.06	7.47
Professional expense accounts from TAP	5.83	5.64
Time spent on non-teaching duties	4.79	3.97
Additional coaching services from TAP	3.75	4.00
Signing bonus from TAP	3.67	4.28
Study groups from TAP	2.88	2.92
N =	52	464

was no significant difference between the current and former teachers on their rankings of the TAP factors (see Tables 6 and E-3).

A few significant differences occurred on factors other than those related to TAP. Those who transferred to API 6-10 schools ranked the "support from administration at school" higher in importance ($M = 11.42$) than did the teachers currently at API 1-5 schools ($M = 9.60$), $z(516) = -4.24$, $p = .001$. The teachers who transferred ranked "helping children learn and develop" lower ($M = 10.25$) than did the current teachers ($M = 11.45$), $z(516) = -3.37$, $p = .001$ (see Tables 6 and E-3).

Figure 5. Rankings of factors by recency of teaching at API 1-5 schools



Because only three of the teachers who left the API 1-5 schools indicated that they were not in the categories eligible for TAP, this comparison was not made. Also, because of

the small number of respondents in the various demographic categories, the other comparisons were not made.

Rankings of factors by teachers who resigned from API 1-5 schools. The data from the long version of the questionnaire were coded the same as that of the current teachers and the teachers who transferred to the API 6-10 schools. The rankings from the short version were recoded to match the range (.5 to 14.5) and the shape of the distribution of the long form. The transformed data from the short form were then combined with the data from the long form and used as the database for the subsequent analyses of this sample.

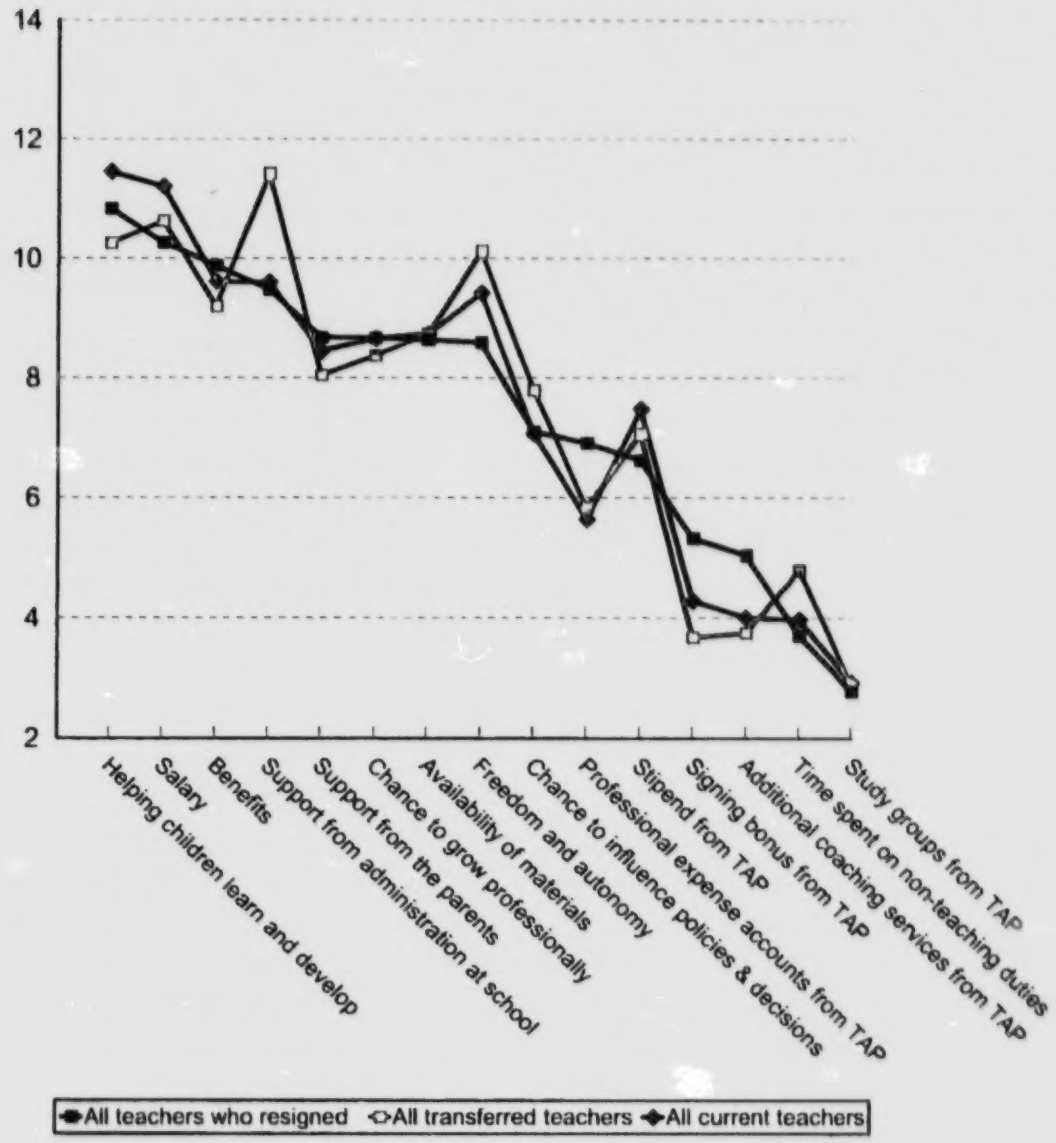
The mean rankings of the factors by teachers who resigned from API 1-5 schools are shown in Table 7 and Figure 6. The rankings by the current teachers and the teachers who

Table 7

Ranking of Factors by Employment Status at API 1-5 Schools

	Teaching at API 1-5 school		
	Resigned	Transferred	Current
Helping children learn and develop	10.83	10.25	11.45
Salary	10.26	10.62	11.20
Benefits	9.88	9.19	9.61
Support from administration at school	9.48	11.42	9.60
Support from the parents	8.68	8.04	8.45
Chance to grow professionally	8.67	8.37	8.66
Availability of materials	8.64	8.73	8.73
Freedom and autonomy	8.59	10.12	9.42
Chance to influence policies & decisions	7.10	7.79	7.07
Professional expense accounts from TAP	6.91	5.83	5.64
Stipend from TAP	6.62	7.06	7.47
Signing bonus from TAP	5.32	3.67	4.28
Additional coaching services from TAP	5.04	3.75	4.00
Time spent on non-teaching duties	3.70	4.79	3.97
Study groups from TAP	2.78	2.88	2.92
N =	53	52	464

Figure 6. Teachers' rankings of the factors by employment status at API 1-5 schools



transferred to the API 6-10 schools are shown for comparison. The teachers who had resigned, like the teacher who transferred, were asked to estimate retrospectively the effect these factors would have had on their desire to stay at their former API 1-5 school.

The results, listed in descending order by the rankings made by the teachers who resigned, indicate that three groups of teachers made about the same rankings for most of the factors. The rankings of the TAP factors by the teachers who resigned were again at the lower end of the scale, like those of the current teachers and those who transferred to the API 6-10 schools.

The rankings of three of the TAP incentives did differ among the groups. The teachers who resigned ranked "signing bonus" higher (M = 5.32) than did the teachers who transferred (M = 3.67) and the current API 1-5 teachers (M = 4.28, see Table 7). These differences in the rankings were statistically significant different, χ^2 (2, N = 569) = 17.35, p = .001 (see Table E-4 in Appendix E). The teachers who resigned also rated "additional coaching services from TAP" higher (M = 5.04) than did the teachers who transferred (M = 3.75) and the current teachers (M = 4.00), χ^2 (2, N = 569) = 10.43, p = .005. Additionally, the teachers who resigned rated the "professional expense accounts from TAP" higher (M = 6.91) than did the teacher who transferred (M = 5.83) and the current teachers (M = 5.64), χ^2 (2, N = 569) = 7.62, p = .022 (see Table 7 and Table E-4 in Appendix E).

Two significant differences occurred on the comparison factors. Those who resigned ranked the "support from administration at school" about the same (M = 9.48) as did the current teachers (M = 9.60), which was significantly lower than the rankings by the teachers who transferred (M = 11.42), χ^2 (2, N = 569) = 20.43, p = .001. Also, the teachers who resigned ranked "helping children learn and develop" higher (M = 10.83) than did the teachers who transferred (M = 10.25), but lower than the current teachers (M = 11.45), χ^2 (2, N = 569) = 11.55, p = .003 (see Table 7 and Table E-4 in Appendix E).

The pattern of the differences appears to reflect the fact that the teachers who resigned had less experience than did the other groups. Of the teacher who resigned, 86.4% had five years or less experience teaching for LAUSD in the year they resigned (the 2000-2001 school year). Among the teacher who transferred, only 29.6% had five years or less experience, and among the current teachers, 37.6% had five years or less experience when they participated. Although the TAP incentives may have appealed more to the teachers who resigned than to the other groups because they were less experienced, these teachers nonetheless gave the TAP incentives relatively low rankings.

Relationship of Current Teachers' Familiarity With TAP to Rankings of the Factors

Because the distributions of the familiarity ratings were highly positively skewed, they were transformed using a logistic transformation (natural log). The transformed ratings of familiarity were then correlated with the rankings of impact on willingness to continue teaching at the same school among the teachers currently at API 1-5 schools.

The correlations are shown in Table 8. The familiarity with each factor is correlated with the ranking of its impact on the willingness to stay at the school. As can be seen in the table, most of the correlations are small but almost all are positive. This may be due in part to the skewed nature of the distribution, which in turn means that the variance is restricted. Variables with little variance will have lower correlation coefficients with other variables.

To further understand the relationship between familiarity with the TAP incentives and respondents' ranking of these benefits, the relationship of respondents' usage of the TAP incentives with their rankings was examined. This analysis addresses the seventh research question at the individual level. One of the items on the questionnaire inquired about

Table 8

Correlation of Familiarity With Incentives With Ranking of Incentives

Familiarity with TAP incentive		Ranking of TAP incentive: Stipend	Signing Bonus	Additional coaching services	Professional expense accounts	Study groups
Stipend	*r*	.10*	.01	.07	.22****	.05
	N	450	450	450	450	450
Signing bonus	*r*	.03	.10*	.05	.13**	.14**
	N	453	453	453	453	453
Additional coaching services	*r*	.03	.06	.10*	.06	.04
	N	450	450	450	450	450
Professional expense accounts	*r*	.11*	.02	.06	.19***	.06
	N	451	451	451	451	451
Study groups	*r*	.04	.03	.09*	.14***	.15***
	N	454	454	454	454	454
Other activities	*r*	.01	.03	.05	.14**	-.01
	N	371	371	371	371	371

* $p < .05$, ** $p < .01$, *** $p < .005$, **** $p < .001$

respondents' use of the TAP benefits. They were asked whether they used any of the benefits (yes or no) and if they did use them, which of the incentives did they receive.

Seventy-six (15.6%) of the respondents who answered this item replied in the affirmative. The rankings by the teachers currently at the API 1-5 schools who received TAP incentives were compared to those who did not (see Table 9 and Figure 7). The rankings of both groups were fairly similar except for "professional expense accounts from TAP," which

Table 9

Current Teachers' Rankings of Factors by Usage of TAP Incentives

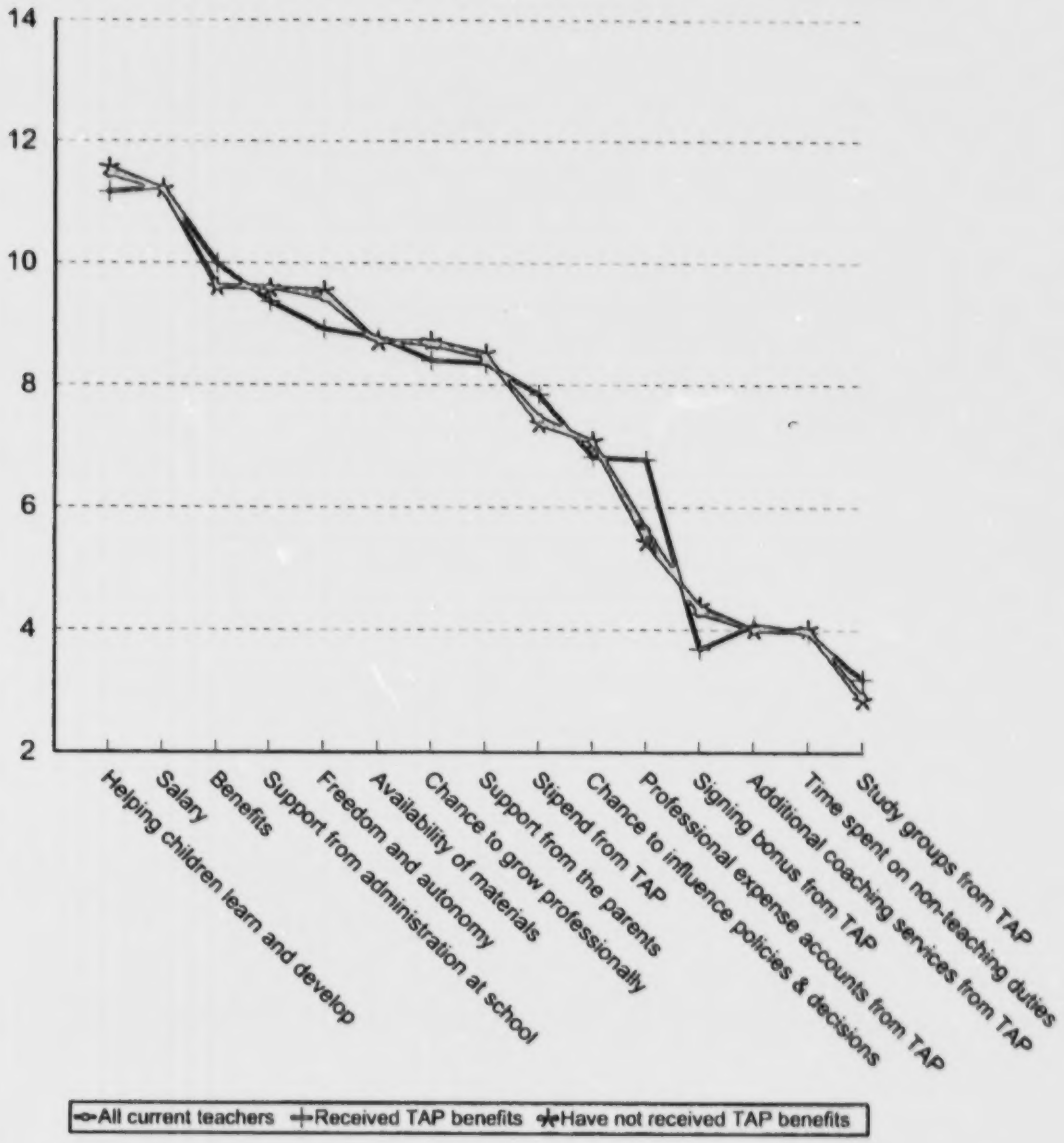
	Used TAP incentives		Total
	Yes	No	Teachers
Helping children learn and develop	11.16	11.56	11.45
Salary	11.23	11.20	11.20
Benefits	9.99	9.60	9.61
Support from administration at school	9.36	9.58	9.60
Freedom and autonomy	8.91	9.54	9.42
Availability of materials	8.77	8.70	8.73
Chance to grow professionally	8.40	8.71	8.66
Support from the parents	8.35	8.51	8.45
Stipend from TAP	7.84	7.36	7.47
Chance to influence policies & decisions	6.82	7.07	7.07
Professional expense accounts from TAP	6.77	5.43	5.64
Signing bonus from TAP	3.68	4.39	4.28
Additional coaching services from TAP	4.08	4.00	4.00
Time spent on non-teaching duties	3.95	4.01	3.97
Study groups from TAP	3.19	2.85	2.92
N =	71	375	464

the teachers who received TAP benefits ranked higher (M = 6.77) than did those who had not received these incentives (M = 5.43), $z(446) = -3.29$, $p = .001$ (see Tables 9 and E-5).

Relationship of use of the TAP incentives with ratings of intent to leave. Several items on the questionnaires asked the respondents about their intentions to remain with LAUSD and their current schools. The first item asked whether the respondents intended to retire at the end of the school year. As indicated in Table 10, 2.8% of the teachers currently at API 1-5 schools who answered this item intended to retire at the end of the school year.

The next item asked those respondents who were not planning to retire at the end of the school year how long they intended to remain with LAUSD. Nearly three-fourths

Figure 7. Current teachers' rankings of factors by usage of TAP incentives



(73.5%) of those teachers currently at API 1-5 schools who answered this item indicated that they intended to stay for at least a few more years (see Table 11).

Table 10

Intent by Teachers at API 1-5 Schools to Retire at the End of the School Year

	%	N
Retiring	14	2.8
Not retiring	483	97.2
Total	497	100.0

The last item in this series asked those who 1) were not planning to retire at the end of the school year and 2) were not planning to leave the district at the end of the school year how long they intended to stay at their current school. Two hundred eighty–eight (62.3%) of those teachers currently at API 1-5 schools who answered this item indicated that they intended to stay at their current schools for at least a few more years (see Table 12).

Table 11

Intent by Teachers at API 1-5 Schools to Leave or Stay With LAUSD

	N	%
Leaving district at the end of the school year	10	2.1
Actively looking for a job with another or organization	19	4.0
Will give it another year, then decide	98	20.5
Plan to stay at least a few more years	169	35.3
Plan to stay until retirement	183	38.2
Total	479	100.0

Table 12

Intent by Teachers at API 1-5 Schools not Leaving District at the End of the School Year to Leave or Stay at Current School

	N	%
Will work at another school or location in the Fall	6	1.3
Actively looking for a position at another school or location	50	10.8
Will give it another year, then decide	118	25.5
Plan to stay at least a few more years	176	38.1
Plan to stay until retirement	112	24.2
Total	462	100.0

The current API 1-5 school teachers who are committed to remaining with LAUSD for at least a few more years are also committed to staying with their current schools. Of the teachers who are committed to staying at LAUSD at least a few more years, 83% are committed to staying at their schools at least a few more years.

The relationship between teachers' familiarity with the TAP incentives and their intent to stay at their current school was also examined. A modified variable measuring intent to stay at the current school was created by combining the responses to the item asking about intent to leave the district with responses to the item asking about intent to leave the school (i.e., those leaving the district also leave the school; see Table 13).

Among the teachers currently at the API 1-5 schools, the relationship of whether or not the teacher used the TAP incentives with the intent to leave had neither practical nor statistical significance ($r = .04$, $N = 442$, n.s.). Similar results were found when restricting

Table 13

Computed Intent by Teachers at API 1-5 Schools to Leave or Stay at Current School

	N	%
Leaving school (or district) at the end of the school year	16	3.4
Actively looking for a job with another school (or organization)	50	10.6
Will give it another year, then decide	118	25.0
Plan to stay at least a few more years	176	37.3
Plan to stay until retirement	112	23.7
Total	472	100.0

the correlation to those teachers who were eligible for TAP incentives ($r = .04$, $N = 330$, n.s.). Thus, awareness of the TAP incentives does not appear to be related to intent to stay at the current school.

Relationship of Teaching in Shortage Areas With the Rankings of the Factors

This analysis addresses the third research question at the individual level by examining the relationship of teaching in the shortage areas vs. not teaching in the shortage areas with the rankings of the effects of the incentives on willingness to remain in the school. The results for the current and transferred API 1-5 teachers are shown in Tables 14 and 15, respectively. These results are also shown in Figures 8 and 9.

With a few exceptions, the differences between the two groups for the TAP incentives were not significant. There was a statistically significant difference among the teachers currently at API 1-5 schools in the rankings of "chance to influence policies and decisions"

Table 14

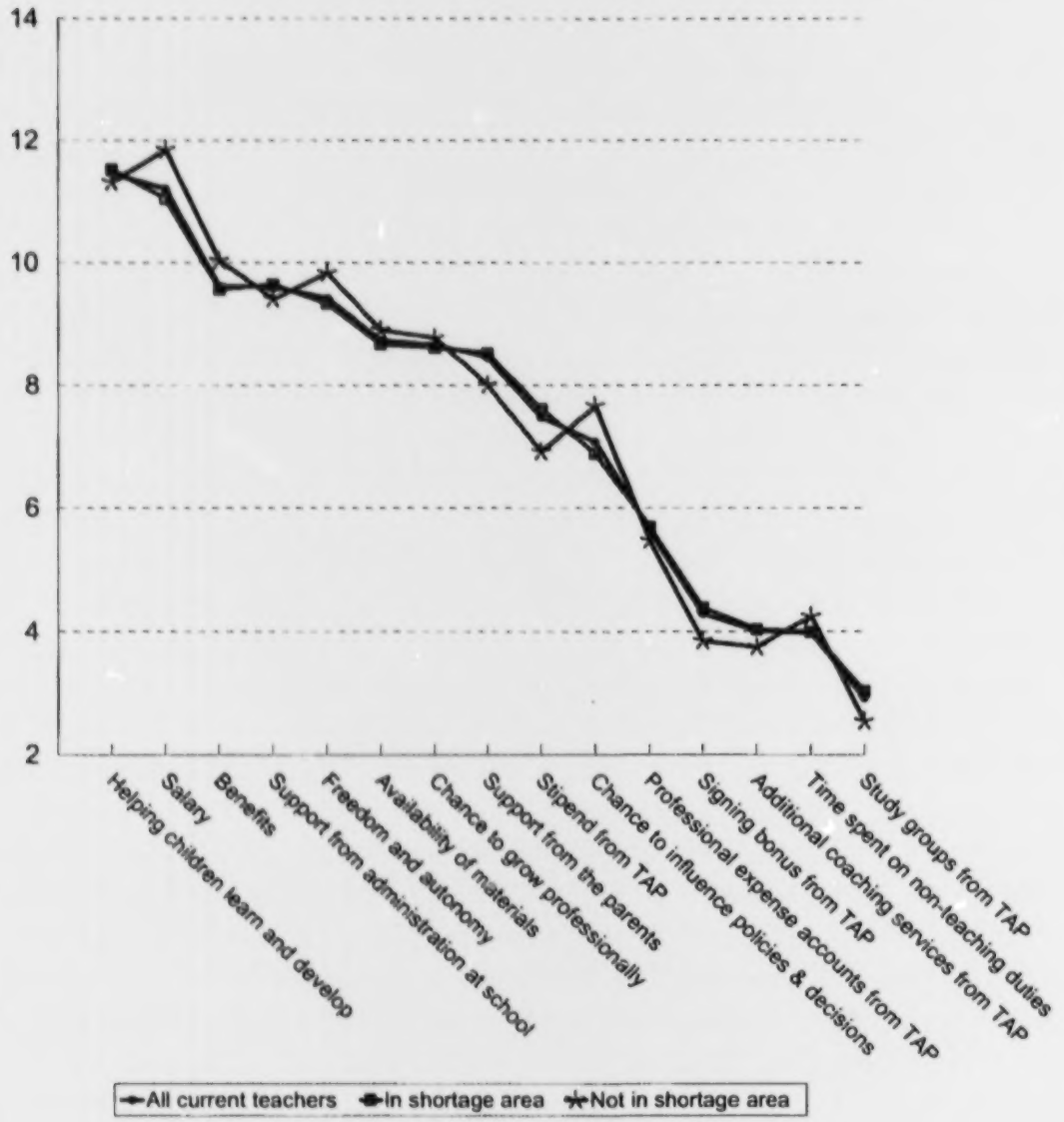
Current Teachers' Rankings of Factors by Shortage Area Status

	Teaching in shortage area		Total
	Yes	No	sample
Helping children learn and develop	11.52	11.31	11.45
Salary	11.04	11.84	11.20
Benefits	9.57	10.03	9.61
Support from administration at school	9.64	9.40	9.60
Freedom and autonomy	9.33	9.83	9.42
Availability of materials	8.67	8.90	8.73
Chance to grow professionally	8.61	8.77	8.66
Support from the parents	8.52	8.00	8.45
Stipend from TAP	7.61	6.91	7.47
Chance to influence policies & decisions	6.88	7.66	7.07
Professional expense accounts from TAP	5.69	5.47	5.64
Signing bonus from TAP	4.38	3.84	4.28
Additional coaching services from TAP	4.03	3.74	4.00
Time spent on non-teaching duties	3.99	4.24	3.97
Study groups from TAP	3.03	2.54	2.92
N =	348	70	464

(see Tables 14 and E-6). Teachers in shortage areas ranked this factor lower (M = 6.88) than did those not in shortage areas (M = 7.66), $z(418) = -2.11$, $p = .035$.

Among the teachers who transferred to API 6-10 schools, only the factor, "support from the parents of your students," showed a statistically significant difference (see Tables 15 and E-7). The teachers in the shortage areas ranked this factor higher (M = 8.62) than did those who were not in the shortage areas (M = 6.63), $z(48) = -2.01$, $p = .044$.

Figure 8. Current teachers' rankings of factors by shortage area status



Analysis of Comments

The comments made by the respondents provide further understanding of the rankings. Both the current and former teachers at API 1-5 school teachers were invited to make comments.

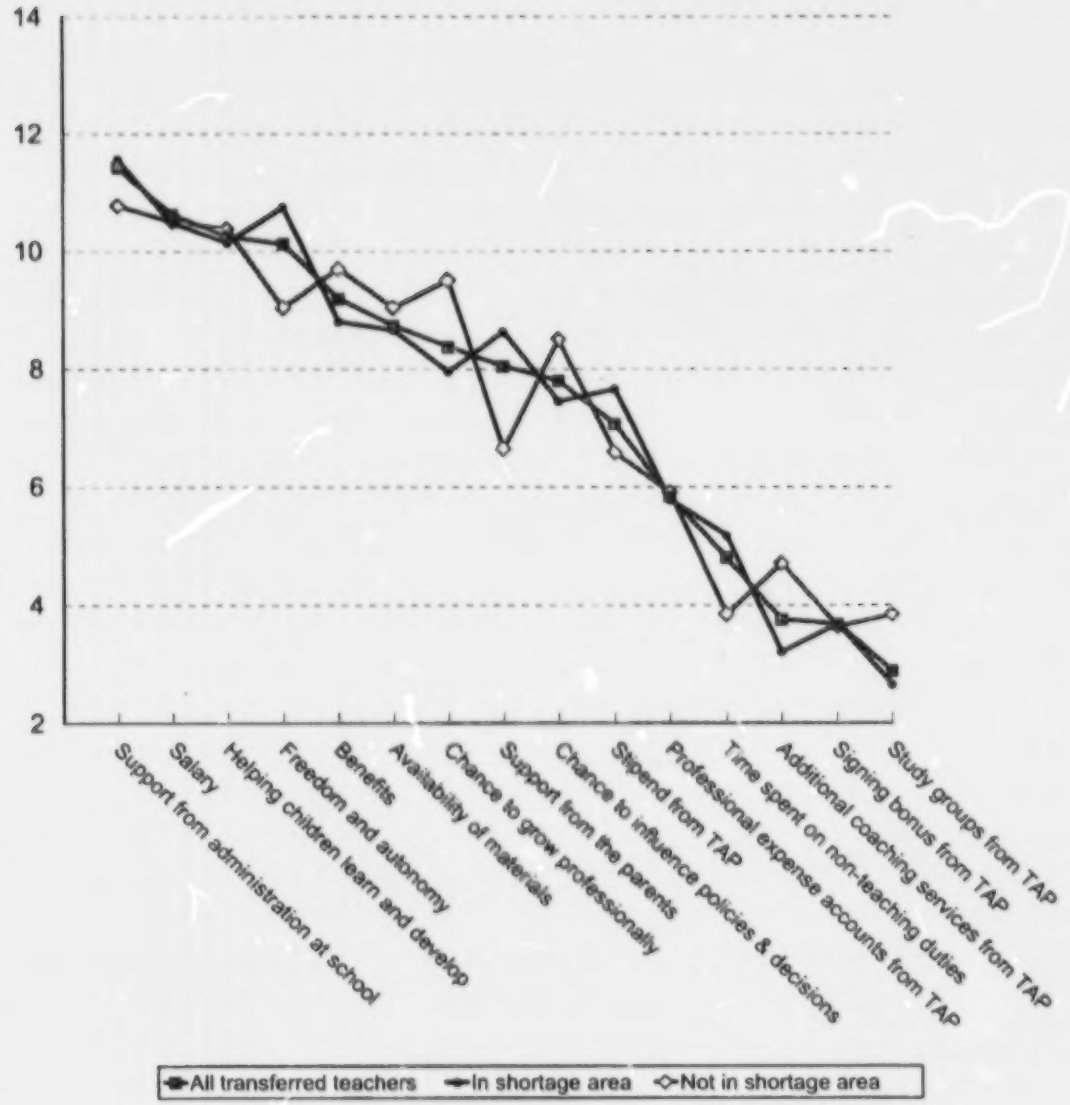
Table 15

Transferred Teachers' Rankings of Factors by Shortage Area Status

	Teaching in shortage area		Total sample
	Yes	No	
Support from administration at school	11.56	10.77	11.42
Salary	10.47	10.50	10.62
Helping children learn and develop	10.14	10.37	10.25
Freedom and autonomy	10.74	9.03	10.12
Benefits	8.80	9.70	9.19
Availability of materials	8.65	9.03	8.73
Chance to grow professionally	7.95	9.50	8.37
Support from the parents	8.62	6.63	8.04
Chance to influence policies & decisions	7.44	8.50	7.79
Stipend from TAP	7.65	6.57	7.06
Professional expense accounts from TAP	5.77	5.90	5.83
Time spent on non-teaching duties	5.17	3.83	4.79
Additional coaching services from TAP	3.20	4.70	3.75
Signing bonus from TAP	3.68	3.63	3.67
Study groups from TAP	2.65	3.83	2.88
N =	33	15	52

Comments by teachers currently at API 1-5 schools. The questionnaire for the teachers currently at API 1-5 schools asked them to write comments on a separate sheet of paper. Fifty-six of these teachers (11% of the respondents) wrote comments. The comments were coded into broader categories where appropriate. These comments are listed in four tables under the headings of 1) comments about TAP (see Table 16), 2) positive comments (see Table 17), 3) negative comments or suggestions for improvement (see Table 18), and 4) miscellaneous comments (see Table 19).

Figure 9. Transferred teachers' rankings of factors by shortage area status



Tables 16 to 19 contain three columns. The first column indicates the number of respondents making each comment. The next column is the percentage of those who made

Table 16

Comments About TAP by Teachers Currently at API 1-5 School

	N	% of teachers who commented	% of total teachers
Do not know what TAP is	16	28.6	3.1
Coaching is not helpful/not beneficial	3	5.4	0.6
Coaching has been very helpful	2	3.6	0.4
Waiting to be reimbursed for TAP professional expense account items	2	3.6	0.4
TAP does not exist at our school	2	3.6	0.4
Not aware of study groups/stipends	1	1.8	0.2
Do not know what TAP professional expense account is	1	1.8	0.2
Not aware of TAP signing bonus	1	1.8	0.2
Not aware of stipend	1	1.8	0.2
Too late get funding for anything other than professional expense accounts	1	1.8	0.2
TAP money only used to buy software, not conferences or anything else	1	1.8	0.2
Tried to use TAP money for conferences but was not able to get authorization in time	1	1.8	0.2
TAP funds partially used, the remaining $5,000 returned to general account	1	1.8	0.2
$1,350 is too little	1	1.8	0.2
The $1,000 is an insult	1	1.8	0.2
$500 for permanent, $250 for non-permanent	1	1.8	0.2
Had to go through union to get the stipend - had to fight for it	1	1.8	0.2
Items purchased with SPO belong to school, those paid by teacher and reimbursed belong to teacher	1	1.8	0.2
Appreciate the funds for supplies that were received	1	1.8	0.2
Applying for National Board Certification reimbursement	1	1.8	0.2
Would like to know more about the professional expense account	1	1.8	0.2
Is this related to OCR?	1	1.8	0.2
Not sure if coaches are paid under the TAP Program	1	1.8	0.2
Do not believe our literacy and math coaches are funded by TAP Program	1	1.8	0.2
Thought the stipend was the SSEPB	1	1.8	0.2

Table 17

Positive Comments by Teachers Currently at API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Have received excellent support from administration as a new teacher	1	1.8	0.2
Enjoy working at school	1	1.8	0.2
Enjoy working as a delta coach	1	1.8	0.2
Like teaching for LAUSD	1	1.8	0.2
The summer governors reading and math classes were sensational	1	1.8	0.2

comments (N = 56) who made each specific comment. The third column is the percentage of the total respondents (N = 508) who made each comment. Because many of those who wrote comments made more than one comment, the number of comments is greater than the number of respondents who commented.

Table 16 indicates that most of the comments about TAP indicated a lack of familiarity with TAP. The most prevalent comment about TAP was that the teacher did not know what TAP was. Other comments indicated that the teacher was not familiar with some of the benefits funded by TAP. Others indicated that they were confused about whether TAP provided some of the funds with which they were familiar or had actually used (e.g., coaching). A few indicated that they confused stipends they received from other sources with the TAP stipends. A few also confused the TAP stipend with the professional expense accounts funds.

Table 18

Negative Comments or Suggestions for Improvement by Teachers Currently at API 1-5 Schools

	N	% of Teachers who commented	% of total teachers
Complaints about school administration	3	5.4	0.6
Lack of support for new teachers	2	3.6	0.4
Need more supplies	1	1.8	0.2
Need better facilities	1	1.8	0.2
Want better working conditions	1	1.8	0.2
Want a safe environment at schools	1	1.8	0.2
Staff development meetings do not address real problems	1	1.8	0.2
Not enough support/mentoring from more experienced teachers	1	1.8	0.2
Too much paperwork	1	1.8	0.2
No say in reform	1	1.8	0.2
Teachers are not appreciated	1	1.8	0.2
Hard to get parents involved	1	1.8	0.2
As a pre-intern, feels unappreciated and expendable	1	1.8	0.2
No freedom or autonomy on the job	1	1.8	0.2
Matrix is confusing/a BCLAD has become a negative	1	1.8	0.2
LAUSD needs to stay with one program in order to see its effects	1	1.8	0.2
Can't figure out where all the money received by LAUSD goes to	1	1.8	0.2

Several of the respondents made comments about the timeliness of the TAP fund disbursement. Some noted that because of the late disbursement they were not able to use

Table 19

Miscellaneous Comments by Teachers Currently at API 1-5 Schools

	N	% of Teachers who commented	% of total teachers
Leaving LAUSD because moving out of state	1	39.6	33.9
Leaving at the end of the school year to rear children	1	4.2	3.6
Support of fellow teachers is more important than support of administration	1	4.2	3.6
Competent administration is most important	1	2.1	1.8
Develop self professionally outside of work time	1	2.1	1.8
None of these factors make any difference to me	1	4.2	3.6

the funds for anything other than purchases although they wanted to use it for professional development activities (see Table 16).

Some of the respondents made positive comments (see Table 17). Most of these positive comments pertain to teaching in LAUSD.

As is typical in surveys, most respondents made negative comments or suggested things that need improvement (see Table 18). These comments include various complaints about the school administration and a lack of support. Others made comments about deficits in supplies, the facilities, and appreciation received.

Some of the teachers made comments that fall into miscellaneous categories (see Table 19). A few mentioned intention to leave LAUSD, while others made comments related to administration.

Comments by teachers who transferred to API 6-10 schools. The questionnaires sent to the teachers who transferred to the API 6-10 schools included a page asking them to list 1) the main reason why they left their last (API 1-5) school and 2) other comments. Thus, 48 out of 56 respondents (86%) wrote a reason or other comment on their questionnaire.

Many of the reasons given for transferring to the API 6-10 schools were negative (see Table 20). The reasons mentioned most often included various problems with the school administration (33.9% of total respondents), which mirrors the importance these respondents

Table 20

Negative Reasons for Transferring by Teachers Who Moved to API 6-10 Schools

	N	% of teachers who commented	% of total teachers
Problems with school administration	19	39.6	33.9
Forced to leave previous school	2	4.2	3.6
Previous school was unsafe	2	4.2	3.6
Hard to get parents involved/lack of involvement of parents	2	4.2	3.6
Lack of discipline at the last school	1	2.1	1.8
Too much paperwork/not enough support	1	2.1	1.8
Poor working environment	1	2.1	1.8
Unmotivated students	1	2.1	1.8
Implementation of new programs like SFA reading program	1	2.1	1.8
Location of school	1	2.1	1.8
Open Court, too much restriction in teaching, pre-scripted lessons	1	2.1	1.8
Class was closed and did not want to teach replacement class	1	2.1	1.8

gave to the scale item, "support from administration at your school" in what would have had the most effect on their willingness to remain at their previous school.

Quite a few of the respondents listed positive reasons for having transferred to the API 6-10 schools (see Table 21). The most common positive reasons included opportunities

Table 21

Positive Reasons for Transferring by Teachers Who Moved to API 6-10 Schools

	N	% of teachers who commented	% of total teachers
Opportunity for advancement/promotion	5	10.4	8.9
Wanted to grow professionally	1	2.1	1.8
Returned to old school after temporary position	1	2.1	1.8
Went to one school after being split among two schools	1	2.1	1.8
Returned to classroom because could make more money than as administrator	1	2.1	1.8
Wanted to gain elementary school experience	1	2.1	1.8
Wanted to move from elementary to middle school to teach math only	1	2.1	1.8
Transferred to high school to get a change from middle school students	1	2.1	1.8
Wanted to move to a high school	1	2.1	1.8
Transferred to teach in clear credential field	1	2.1	1.8
Wanted to teach general education after teaching special education	1	2.1	1.8
Wanted to teach more varied curriculum	1	2.1	1.8
Wanted to teach at smaller school	1	2.1	1.8
Smaller class size	1	2.1	1.8
Wanted to teach higher level classes	1	2.1	1.8
Opportunity to move to a magnet school	1	2.1	1.8
Able to work with administration at new school	1	2.1	1.8

for advancement or promotion. Some stated that they were able to teach in their specialty areas at the new school. Others indicated that they wanted to move to another level of school (e.g., middle school to high school).

A number of teachers indicated that they had left their former schools for domestic reasons (see Table 22). A number of them indicated that their previous school had been too far from their homes. Others indicated that they needed to work on a more traditional calendar in order to be with their families.

Table 22

Reasons Related to Domestic Considerations for Transferring to API 6-10 Schools

	N	% of teachers who commented	% of total teachers
Commute was too long/wanted to work closer to home	6	12.5	10.7
Needed to move to traditional calendar to be with family over summer	3	6.3	5.4
Wanted traditional calendar instead of multi-track	1	2.1	1.8
Wanted to move from C track to A track to spend summer with child	1	2.1	1.8
Needed to transfer to school closer to home to take care of children	1	2.1	1.8

The respondents made comments on a variety of other topics, which are listed in Table 23. This table includes comments about TAP, which were relatively few. The lack of comments about TAP is not surprising since these teachers had moved to schools that were not eligible for TAP funds.

Table 23

Other Comments by Teachers Who Transferred to API 6-10 Schools

	N	% of teachers who commented	% of total teachers
Do not know what TAP is	3	6.3	5.4
Not sure if coaches are paid under the TAP Program	1	2.1	1.8
Very happy with new principal and vice principal	1	2.1	1.8
Love new school	1	2.1	1.8
Principal and staff at previous school were excellent and very supportive	1	2.1	1.8
Did not want to leave previous school	1	2.1	1.8
Local district is not returning phone calls	1	2.1	1.8
Need better facilities	1	2.1	1.8
Schools are overcrowded	1	2.1	1.8
Teaching at a variety of schools is a good experience	1	2.1	1.8
Stop closing special ed programs without placing teachers in new positions	1	2.1	1.8
New programs were implemented in confusing and haphazard manner	1	2.1	1.8

Comments by teachers who resigned from API 1-5 schools. The questionnaires sent to the teachers who resigned also asked them to list 1) the main reason why they resigned and 2) other comments. Fifty-six out of 59 respondents (95%) wrote a reason or other comment on their questionnaire.

Many of the reasons given for resigning from the API 6-10 schools were negative (see Table 24). The reasons mentioned most often included various problems with the school administration (23.7% of total respondents). Some teachers stated that teaching had become

Table 14

Negative Reasons for Resigning From API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Problems with school administration	14	25.0	23.7
Pay too low	6	10.7	10.2
Disempowered/frustrated by Open Court/scripted classes	4	7.1	6.8
Too much time spent on paperwork	3	5.4	5.1
Lack of instructional materials	3	5.4	5.1
Unsafe working environment/safety concerns	3	5.4	5.1
Too much work/excessive workload	3	5.4	5.1
No mentor/mentor not available/not qualified	3	5.4	5.1
Too many meetings/irrelevant meetings	2	3.6	3.4
Too much bureaucracy	2	3.6	3.4
Classes too large	2	3.6	3.4
Not allowed to teach bilingually	2	3.6	3.4
Told by principal to resign or get an unsatisfactory rating	1	1.8	1.7
Forced to resign because wanted to transfer to a year-round school	1	1.8	1.7
Received calling to teach at a Christian school	1	1.8	1.7
Conflicts with staff and PTA	1	1.8	1.7
Unprepared to teach English	1	1.8	1.7
Students had bad behavior	1	1.8	1.7
Lack of support for special education program	1	1.8	1.7
Tired of teachers being blamed for standardized test scores	1	1.8	1.7
LAUSD policies punish teachers for low student achievement	1	1.8	1.7
Picked on by AP	1	1.8	1.7
Lack of input on policy and decision making	1	1.8	1.7
Confusing instructions from mentor teachers	1	1.8	1.7
Lack of consistent goals in the program	1	1.8	1.7

too scripted or constrained by policies and programs. Other reasons include lack of support and instructional materials, lack of adequate mentoring, and too many non-teaching duties.

A few teachers mentioned positive reasons for resigning. The most common of these reasons was returning to school to work on a credential and/or degree (see Table 25). Some teachers who resigned did so for domestic-related issues such as moving too far away or taking care of a family member (see Table 26).

Table 25

Positive Reasons for Resigning From API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Working full-time on credential and/or higher degree	4	7.1	6.8
Career opportunities in education	3	5.4	5.1
Professional growth and opportunities	2	3.6	3.4
Wanted to learn new skills	2	3.6	3.4
Wanted to move to high school	1	1.8	1.7
Professional opportunities	1	1.8	1.7

Table 26

Reasons Related to Domestic Considerations for Resigning From API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Moved out of area/moved too far away to commute	11	19.6	18.6
Care for baby/child/family member	7	12.5	11.9

A number of the teachers who resigned made positive comments or indicated that they would like to return to work for LAUSD (see Table 27). Some also made negative

Table 27

Positive Comments by Teachers Who Resigned From API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Positive comments about principal	2	3.6	3.4
Enjoyed working with students	2	3.6	3.4
Plan to return to teaching after finishing credential program	2	3.6	3.4
Plan to return to LAUSD when daughter begins school	1	1.8	1.7
Mr. Romer is doing a fantastic job in a difficult situation	1	1.8	1.7
Students and staff were very warm and supportive	1	1.8	1.7
Was very happy at previous school	1	1.8	1.7
Loved working for LAUSD	1	1.8	1.7
Was able to complete student teaching during past year	1	1.8	1.7
Returned to LA area and reapplied at LAUSD	1	1.8	1.7
Would like to work for LAUSD because of location	1	1.8	1.7
Teacher at SSAT preparation was very good	1	1.8	1.7
Literacy coach was very capable	1	1.8	1.7

comments, covering topics from dissatisfaction with the facilities to a lack of service from central office staff (see Table 28).

Given the focus of this study, it should be noted that the reasons listed for leaving the API 1-5 schools did not emphasize factors that were more prevalent in API 1-5 schools than in API 6-10 schools. Only a few mentioned topics related to these reasons (e.g., school or class size; safety or discipline issues). Certainly, much of teachers' affect toward their schools may be moderated by the quality of their school leadership.

Results of Interviews With 50 Principals

Research questions 8 and 9 were addressed through the principal interviews. The principals who participated in the study came from similar levels of school as those who did

Table 28

Negative Comments by Teachers Who Resigned From API 1-5 Schools

	N	% of teachers who commented	% of total teachers
Building in disrepair/dirty	2	3.6	3.4
District was too political	2	3.6	3.4
Lack of support from parents of the students	2	3.6	3.4
Earning much more money outside of teaching	1	1.8	1.7
Discipline problems at school	1	1.8	1.7
Vice principal did not enforce discipline	1	1.8	1.7
Too much turnover in administration at school	1	1.8	1.7
Food in cafeteria is unhealthy	1	1.8	1.7
Never called by sub desk	1	1.8	1.7
Reapplied to LAUSD but was never contacted	1	1.8	1.7
Not observed by principal until last two weeks of school year	1	1.8	1.7
Will never enter teaching profession again	1	1.8	1.7
Central District office staff gives poor service to teachers	1	1.8	1.7
All teachers should be credentialed before they can teach	1	1.8	1.7

did not (see Table D-1 in Appendix D). Also, the distribution of the participants across local districts was similar to that for the non-participant population (see Table D-2).

Because of the time constraints on receiving the TAP funds, most principals indicated that their schools spent the TAP funds on professional expense accounts, even when they had also allotted a portion of their TAP funds to study groups and additional coaching services. Twenty-seven of the principals indicated that the professional expense accounts were the greatest benefit of TAP.

A number of principals indicated that they wanted to have study groups at their schools but were unable to do so because the funding was disbursed too late in the year. Ten of the principals who were able to have study groups indicated that these were the greatest benefit derived from TAP.

Some of the principals expressed frustration that their teachers did not receive funding for professional development in time for them to use it. Of those principals whose teachers did receive funding for professional development, ten indicated that it was the greatest benefit of TAP.

Most of the principals made positive comments about the TAP program. Ten of the principals indicated that the TAP program was a good incentive for experienced teachers and that it gave them some benefits whereas most of the funding goes to new teachers to help them improve.

The barriers to implementing TAP that were mentioned by the principals mainly related to issues of timeliness and the availability of the funds. Twelve of the principals said that they were told the TAP funds were frozen during the time that the budget issues were being resolved earlier this year. Several principals mentioned being told that their TAP funds would be returned to the general fund to help reduce the budget shortfall.

Finally, nearly half of the principals ($N = 23$) said that they did not receive help from the local district office with the TAP process. A few mentioned receiving extensive support from their local districts. Overall, the principals who participated were positive about fully certificated teachers receiving extra funds through TAP. However, many expressed frustration over the inability to receive the money in a timely fashion, which would have allowed the teachers more options in spending the money.

Conclusions and Comments

Overall, the delays in releasing the TAP funding have made it difficult to fully evaluate this program. Analysis of the rankings and comments indicate that teachers at API 1-5 schools had little awareness of the TAP benefits. This is not surprising in light of the fact that the benefits accrued very late in the year and the annual stipend and signing bonus were not publicized until the beginning of July 2002. The district has now received permission from the State of California to roll the funds allocated for the 2001-2002 stipends into the 2002-2003 school year. These stipends are now being publicized for the 2002-2003 school year.

Based upon the rankings of the TAP incentives, there is as yet no evidence that TAP is a significant incentive for fully certificated teachers to remain in API 1-5 schools. However, much of this lack of effectiveness may be due to the fact that TAP has not yet been fully implemented and that teachers have a low level of awareness of the TAP incentives that are available to them. Moreover, the correlations of teachers' awareness of the TAP incentives with their rankings of these incentives suggests that once the TAP program is fully implemented and publicized, it may well have an impact on teachers' intent to remain at their API 1-5 schools.

Also, the principals noted that teachers who participated in the study groups or used the additional coaching services provided by TAP appreciated these incentives and found them to be helpful. The contradiction of the principals' high assessment of these two incentives with the teachers' low rankings may be due to the fact that most of the schools in the sample were unable to implement the study groups or the additional coaching services because of the problems in actually giving the money to the participating schools. It is

possible that teachers in API 1-5 schools will appreciate additional coaching services and study groups and find them useful yet still find these incentives to have little or no effect on their intent to stay at their schools. It is only by studying the effects of these incentives when they are fully implemented that we can more accurately assess their outcomes.

The signing bonus and the stipends have only recently been implemented. If they are fully implemented and publicized they too could be expected to have favorable effects on recruitment and retention in API 1 schools. More definitive results on their effectiveness may be available at the end of the school year when they will have had enough time to influence the fully certificated teachers who are eligible to participate in them.

In conclusion, to get the maximum effect of the TAP incentives on certificated teacher recruitment and retention in API 1-5 schools, it is recommended that the incentives be fully implemented early in the school year and that they be widely publicized to the eligible teachers. These incentives may well extend beyond the certificated teachers—it is possible that if teachers who are not yet eligible for TAP are made aware of these incentives, they may be more motivated to remain at LAUSD after they receive their credentials. The next report will address these issues.

Appendix A

Current Teachers at API 1-5 Schools:

Demographic Variables by Group (Population and Respondents)

Table A-1

Form Returned by Level of School

	Total Teachers		Form 1		Form 2	
	N	Valid %	N	Valid %	N	Valid %
Elementary	17,244	60.2	153	58.8	139	56.0
Middle school	5,188	18.1	51	19.6	58	23.4
High School	6,218	21.7	56	21.5	51	20.6
Total	28,650	100.0	260	100.0	248	100.0

Table A-2

Teachers' Local District by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
A	1,971	6.6	35	7.8
B	3,661	12.3	49	10.9
C	2,401	8.1	34	7.6
D	1,551	5.2	26	5.8
E	3,172	10.7	40	8.9
F	2,570	8.7	38	8.4
G	2,991	10.1	46	10.2
H	2,701	9.1	39	8.7
I	2,753	9.3	38	8.4
J	2,964	10.0	47	10.4
K	2,915	9.8	58	12.9
Total	29,650	100.0	450	100.0
Missing	(0)		(58)	

$\chi^2 (10, N = 30,110) = 8.14$, n.s.

Table A-3

Teachers' Gender by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Female	20,087	67.7	327	65.9
Male	9,563	32.3	169	34.1
Total	29,650	100.0	496	100.0
Missing	(0)		(12)	

χ^2 (1, N = 30,146) = 0.74, n.s.

Table A-4

Teachers' Ethnicity by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Native American/Native Alaskan	179	0.6	3	0.6
African American	4,607	15.5	57	12.1
Asian	2,179	7.4	35	7.4
Filipino	620	2.1	10	2.1
Hispanic/Latino	8,866	29.9	126	26.7
Pacific Islander	64	0.2	1	0.2
White	13,125	44.3	240	50.8
Total	29,640	100.0	472	100.0
Missing	(10)		(36)	

χ^2 (6, N = 30,112) = 9.74, n.s.

Table A-5

Teachers' Highest Degree by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Bachelors	22,451	76.3	327	67.8
Masters	6,553	22.3	142	29.5
Doctoral	401	1.4	9	1.9
Other Degree	14	0.0	4	0.8
Total	29,650	100.0	450	100.0
Missing	(0)		(58)	

$\chi^2 (3, N = 29{,}901) = 64.49, p < .001$

Table A-6

Teachers' Employment Status by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Permanent (CN)	14,907	50.3	301	61.2
Probationary - B1 or B2 (1st or 2nd year)	3,958	13.3	76	15.4
Probationary - BN (Out of state)	117	0.4	2	0.4
University Intern - F1, F2 or F3 (1st through 3rd year)	434	1.5	26	5.3
District Intern - G1, G2 or G3 (1st through 3rd year)	815	2.7	13	2.6
Conditional Qualifying - J1 or J2	240	0.8	1	0.2
Limited - LB or LC	1,105	3.7	0	0.0
Substitute - SN, SV, or SX	285	1.0	2	0.4
Provisional, pre-intern - V1, V2 or V3 (1st through 3rd year)	2,413	8.1	31	6.3
Probationary or permanent with provisional assignment – VA	335	1.1	4	0.8
Provisional with special ed waiver – VW	179	0.6	7	1.4
Provisional contract – VY	4,278	14.4	10	2.0
Other	584	2.0	19	3.9
Total	29,650	100.0	492	100.0
Missing	(0)		(16)	

$\chi^2 (12, N = 30{,}142) = 150.08, p < .001$

Table A-7

Teachers' Eligibility for TAP Funds by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Yes	19,317	65.2	383	77.2
No	10,333	34.8	109	22.8
Total	29,650	100.0	492	100.0
Missing	(0)		(16)	

χ^2 (1, N = 30,142) = 34.45, $p < .001$

Table A-8

Teacher Has Emergency Credential by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Yes	6638	22.4	80	15.7
No	23,012	77.6	428	84.3
Total	29,650	100.0	508	100.0
Missing	(0)		(0)	

χ^2 (1, N = 30,158) = 12.72, $p < .001$

Table A-9

Teacher Has BCLAD by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Yes	4,950	16.7	86	16.9
No	24,700	83.3	422	83.1
Total	29,650	100.0	508	100.0
Missing	(0)		(0)	

χ^2 (1, N = 30,158) = 0.02, n.s.

Table A-10

Teacher Has CLAD by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
Yes	8,904	30.0	127	25.0
No	20,746	70.0	381	75.0
Total	29,650	100.0	508	100.0
Missing	(0)		(0)	

χ^2 (1, N = 30,158) = 6.02, $p < .05$

Table A-11

Teachers' Years with District by Group

	Total Teachers		Respondents	
	N	Valid %	N	Valid %
0-1	4,032	13.6	50	10.0
2-3	5,527	18.6	66	13.2
4-5	4,782	16.1	72	14.4
6-7	3,099	10.5	49	9.8
8-10	2,429	8.2	53	10.6
11-15	2,891	9.8	59	11.8
16-20	2,621	8.8	57	11.4
21-25	2,109	7.1	34	6.8
26-30	652	2.2	26	5.2
31-35	1,051	3.5	25	5.0
36 or more	457	1.5	8	1.6
Total	29,650	100.0	499	100.0
Missing	(0)		(9)	

$\chi^2 (1, N = 30,149) = 45.64, p < .001$

Appendix B

Teachers Who Transferred from API 1-5 Schools to API 6-10 Schools:

Demographic Variables by Group (Non-Participants and Respondents)

Table B-1

Form Returned by Level of School

	Non-Participants		Form 1		Form 2	
	N	Valid %	N	Valid %	N	Valid %
Elementary	144	59.3	15	53.6	17	60.7
Middle school	56	23.0	7	25.0	4	14.3
High School	43	17.7	6	21.4	7	25.0
Total	243	100.0	28	100.0	28	100.0

Table B-2

Teachers' Local District by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
A	71	29.2	20	37.7
B	13	5.3	3	5.7
C	37	15.3	8	15.1
D	52	21.4	8	15.1
E	26	10.7	7	13.2
F	4	1.6	2	3.8
G	2	0.8	0	0.0
H	4	1.6	1	1.9
I	1	0.4	0	0.0
J	3	1.2	0	0.0
K	30	12.3	4	7.5
Total	243	100.0	53	100.0
Missing	(0)		(3)	

χ^2 (10, N = 296) = 8.14, n.s.

Table B-3

Teachers' Gender by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Female	178	73.3	43	81.1
Male	65	26.7	10	18.9
Total	243	100.0	53	100.0
Missing	(0)		(3)	

χ^2 (1, N = 296) = 1.43, n.s.

Table B-4

Teachers' Ethnicity by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Native American/Native Alaskan	2	0.8	0	0.0
African American	24	9.9	4	8.2
Asian	19	7.8	5	10.2
Filipino	6	2.5	2	4.1
Hispanic/Latino	43	17.7	6	12.2
Pacific Islander	1	0.4	2	4.1
White	148	60.9	30	61.2
Total	243	100.0	49	100.0
Missing	(0)		(7)	

χ^2 (6, N = 292) = 7.27, n.s.

Table B-5

Teachers' Highest Degree by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Bachelors	147	60.5	24	45.3
Masters	90	37.0	24	45.3
Doctoral	6	2.5	3	5.7
Other Graduate Degree	0	0.0	2	3.8
Total	243	100.0	53	100.0
Missing	(0)		(3)	

χ^2 (3, N =296) = 13.14, $p < .005$

Table B-6

Teachers' Employment Status by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Permanent (CN)	120	49.4	46	85.2
Probationary - B1 or B2 (1st or 2nd year)	21	8.6	5	9.3
Probationary - BN (Out of state)	0	0.0	0	0.0
University Intern - F1, F2 or F3 (1st through 3rd year)	4	1.6	1	1.9
District Intern - G1, G2 or G3 (1st through 3rd year)	4	1.6	0	0.0
Conditional Qualifying - J1 or J2	4	1.6	0	0.0
Limited - LB or LC	34	14.0	0	0.0
Substitute - SN, SV, or SX	1	0.4	0	0.0
Provisional, pre-intern - V1, V2 or V3 (1st through 3rd year)	4	1.6	0	0.0
Probationary or permanent with provisional assignment – VA	7	2.9	0	0.0
Provisional with special ed waiver – VW	0	0.0	0	0.0
Provisional contract – VY	15	6.0	2	3.7
Other	29	12.0	0	0.0
Total	243	100.0	54	100.0
Missing	(0)		(2)	

χ^2 (10, N = 297) = 29.08, $p < .005$

Table B-7

Teachers' Eligibility for TAP Funds by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	148	60.9	51	94.4
No	95	39.1	3	5.6
Total	243	100.0	54	100.0
Missing	(0)		(2)	

$\chi^2 (1, N = 297) = 22.48, p < .001$

Table B-8

Teacher Has Emergency Credential by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	36	14.8	4	7.4
No	207	85.2	50	92.7
Total	243	100.0	54	100.0
Missing	(0)		(2)	

$\chi^2 (1, N = 297) = 2.08$, n.s.

Table B-9

Teacher Has BCLAD by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	29	11.9	4	7.4
No	214	88.1	50	92.6
Total	243	100.0	54	100.0
Missing	(0)		(2)	

χ^2 (1, N = 297) = 0.92, n.s.

Table B-10

Teacher Has CLAD by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	84	34.6	24	44.4
No	159	65.4	30	55.6
Total	243	100.0	54	100.0
Missing	(0)		(2)	

χ^2 (1, N = 297) = 1.86, n.s.

Table B-11

Teachers' Years with District by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
0-1	10	4.1	0	0.0
2-3	30	12.3	4	7.4
4-5	47	19.3	12	22.2
6-7	42	17.3	10	18.5
8-10	32	13.2	5	9.3
11-15	34	14.0	12	22.2
16-20	20	8.2	5	9.3
21-25	19	7.8	3	5.6
26-30	5	2.1	2	3.7
31-35	2	0.8	1	1.9
36 or more	2	0.8	0	0.0
Total	243	100.0	54	100.0
Missing	(0)		(2)	

χ^2 (10, N = 297) = 7.64, n.s.

Appendix C

Teachers Who Resigned From API 1-5 Schools

Demographic Variables by Group (Non-Participants and Respondents)

Table C-1

Level of School by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Elementary	687	58.4	40	67.8
Middle school	268	22.8	10	16.9
High School	221	18.8	9	15.3
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (2, N = 1,235) = 2.07, n.s.

Table C-2

Teachers' Local District by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
A	69	5.9	4	6.8
B	140	11.9	9	15.3
C	75	6.4	8	13.6
D	66	5.6	3	5.1
E	120	10.2	3	5.1
F	85	7.2	2	3.4
G	154	13.1	8	13.6
H	103	8.8	4	6.8
I	148	12.6	5	8.5
J	110	9.4	4	6.8
K	106	9.0	9	15.3
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (10, N = 1,235) = 11.38, n.s.

Table C-3

Teachers' Gender by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Female	754	64.1	40	67.8
Male	422	35.9	19	32.2
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (1, N = 1,235) = 0.33, n.s.

Table C-4

Teachers' Ethnicity by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Native American/Native Alaskan	14	1.2	2	3.4
African American	149	12.7	11	18.6
Asian	103	8.8	4	6.8
Filipino	23	2.0	2	3.4
Hispanic/Latino	337	28.7	14	23.7
Pacific Islander	3	0.3	1	1.7
White	547	46.5	25	42.4
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (6, N = 1,235) = 8.75, n.s.

Table C-5

Teachers' Highest Degree by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Bachelors	987	84.4	48	81.4
Masters	169	14.4	9	15.3
Doctoral	14	1.2	2	3.4
Total	1,170	100.0	59	100.0
Missing	(6)		(0)	

χ^2 (2, N =1,229) = 2.16, n.s.

Table C-6

Teachers' Employment Status by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Permanent (CN)	261	22.2	18	30.5
Probationary - B1 or B2 (1st or 2nd year)	205	17.4	9	15.3
Probationary - BN (Out of state)	6	0.5	0	0.0
University Intern - F1, F2 or F3 (1st through 3rd year)	18	1.5	2	3.4
District Intern - G1, G2 or G3 (1st through 3rd year)	53	4.5	3	5.1
Conditional Qualifying - J1 or J2	6	0.5	0	0.0
Limited - LB or LC	10	0.9	0	0.0
Provisional, pre-intern - V1, V2 or V3 (1st through 3rd year)	237	20.2	9	15.3
Probationary or permanent with provisional assignment – VA	11	0.9	0	0.0
Provisional with special ed waiver – VW	14	1.2	2	3.4
Provisional contract – VY	313	26.4	15	25.4
Other	44	3.7	1	1.7
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (11, N = 1,235) = 8.21, n.s.

Table C-7

Teachers' Eligibility for TAP Funds by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	483	41.1	27	45.8
No	693	58.9	32	54.2
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

$\chi^2 (1, N = 1,235) = 0.51$, n.s.

Table C-8

Teacher Has Emergency Credential by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	405	34.4	20	33.9
No	771	65.6	39	66.1
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

$\chi^2 (1, N = 1,235) = 0.01$, n.s.

Table C-9

Teacher Has BCLAD by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	97	8.2	7	11.9
No	1,079	91.8	52	88.1
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (1, N = 1,235) = 0.95, n.s.

Table C-10

Teacher Has CLAD by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Yes	241	20.5	15	25.4
No	935	79.5	44	74.6
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (1, N = 1,235) = 0.83, n.s.

Table C-11

Teachers' Years with District by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
0-1	328	27.9	15	25.4
2-3	413	35.1	19	32.2
4-5	238	20.2	17	28.8
6-7	62	5.3	1	1.7
8-10	53	4.5	1	1.7
11-15	56	4.8	3	5.1
16-20	18	1.5	1	1.7
21 or more	8	0.7	2	3.4
Total	1,176	100.0	59	100.0
Missing	(0)		(0)	

χ^2 (7, N = 1,235) = 9.80, n.s.

Appendix D

Principal Interviews

Demographic Variables by Group (Non-Participants and Respondents)

Table D-1

Level of Principals' School by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
Elementary	302	75.9	39	78.0
Middle school	50	12.5	8	16.0
High School	46	11.5	3	6.0
Total	398	100.0	50	100.0
Missing	(0)		(0)	

Table D-2

Principals' Local District by Group

	Non-Participants		Respondents	
	N	Valid %	N	Valid %
A	28	7.0	3	6.0
B	50	12.6	5	10.0
C	36	9.0	5	10.0
D	29	7.3	5	10.0
E	45	11.3	4	8.0
F	35	8.8	3	6.0
G	40	10.1	6	12.0
H	32	8.0	4	8.0
I	36	9.0	3	6.0
J	23	5.8	8	16.0
K	44	11.1	4	8.0
Total	398	100.0	50	100.0
Missing	(0)		(0)	

Appendix E

Nonparametric Tests of Significance Among Groups

Table E-1

Mann-Whitney U Test Results of the Analysis of Differences in the Rankings of the Factors by Current API 1-5 Teachers Eligible for TAP vs. not Eligible for TAP

	z	*df*	*p*
Support from administration at school	-.68	1	n.s
Availability of materials	-.65	1	n.s.
Helping children learn and develop	-.51	1	n.s.
Chance to influence policies & decisions	-2.83	1	.005
Freedom and autonomy	-3.21	1	.001
Time spent on non-teaching duties	-.12	1	n.s.
Chance to grow professionally	-3.23	1	.001
Support from the parents	-.69	1	n.s.
Salary	-1.85	1	n.s.
Benefits	-2.13	1	.033
Signing bonus from TAP	-3.71	1	.001
Stipend from TAP	-.97	1	n.s.
Additional coaching services from TAP	-5.50	1	.001
Professional expense accounts from TAP	-1.58	1	n.s.
Study groups from TAP	-2.33	1	.020

$N = 452$

Table E-2

Kruskal-Wallis H Test Results of the Analysis of Differences in the Rankings of the Factors by Current API 1-5 Teachers by Length of Experience

	χ^2	*df*	*p*
Support from administration at school	1.36	3	n.s.
Availability of materials	5.19	3	n.s.
Helping children learn and develop	5.73	3	n.s.
Chance to influence policies & decisions	7.90	3	.048
Freedom and autonomy	8.12	3	.044
Time spent on non-teaching duties	2.87	3	n.s.
Chance to grow professionally	21.63	3	.001
Support from the parents	3.23	3	n.s.
Salary	2.84	3	n.s.
Benefits	12.00	3	.007
Signing bonus from TAP	9.10	3	.028
Stipend from TAP	5.79	3	n.s.
Additional coaching services from TAP	2.74	3	n.s.
Professional expense accounts from TAP	2.38	3	n.s.
Study groups from TAP	1.25	3	n.s.

$N = 456$

Table E-3

Mann-Whitney U Test Results of the Analysis of Differences in the Rankings of the Factors by Current API 1-5 Teachers vs. Those Who Transferred to API 6-10 Schools

	z	*df*	*p*
Support from administration at school	-4.24	1	.001
Availability of materials	-.08	1	n.s.
Helping children learn and develop	-3.37	1	.001
Chance to influence policies & decisions	-1.39	1	n.s.
Freedom and autonomy	-1.55	1	n.s.
Time spent on non-teaching duties	-1.93	1	n.s.
Chance to grow professionally	-.32	1	n.s.
Support from the parents	-.78	1	n.s.
Salary	-1.12	1	n.s.
Benefits	-1.06	1	n.s.
Signing bonus from TAP	-1.58	1	n.s.
Stipend from TAP	-.86	1	n.s.
Additional coaching services from TAP	-1.33	1	n.s.
Professional expense accounts from TAP	-.87	1	n.s.
Study groups from TAP	-.35	1	n.s.

$N = 516$

Table E-4

Kruskal-Wallis H Test Results of the Analysis of Differences in the Rankings of the Factors by Employment Status (Current Teachers vs. Teachers Who Transferred vs. Teachers Who Resigned)

	χ^2	*df*	*p*
Support from administration at school	20.43	2	.001
Availability of materials	1.49	2	n.s.
Helping children learn and develop	11.55	2	.003
Chance to influence policies & decisions.	2.34	2	n.s.
Freedom and autonomy	2.61	2	n.s.
Time spent on non-teaching duties	4.01	2	n.s.
Chance to grow professionally	1.75	2	n.s.
Support from the parents	2.76	2	n.s.
Salary	6.04	2	.049
Benefits	2.55	2	n.s.
Signing bonus from TAP	17.35	2	.001
Stipend from TAP	1.45	2	n.s.
Additional coaching services from TAP	10.43	2	.005
Professional expense accounts from TAP	7.62	2	.022
Study groups from TAP	.27	2	n.s.

$N = 569$

Table E-5

Mann-Whitney U Test Results of the Analysis of Differences in the Rankings of the Factors by Current API 1-5 Teachers Who Received TAP Benefits vs. Those Who Did Not

	z	*df*	*p*
Support from administration at school	-.42	1	n.s.
Availability of materials	-.12	1	n.s.
Helping children learn and develop	-1.30	1	n.s.
Chance to influence policies & decisions	-.69	1	n.s.
Freedom and autonomy	-1.57	1	n.s.
Time spent on non-teaching duties	-.52	1	n.s.
Chance to grow professionally	-.62	1	n.s.
Support from the parents	-.44	1	n.s.
Salary	-.52	1	n.s.
Benefits	-1.18	1	n.s.
Signing bonus from TAP	-1.87	1	n.s.
Stipend from TAP	-1.26	1	n.s.
Additional coaching services from TAP	-.27	1	n.s.
Professional expense accounts from TAP	-3.29	1	.001
Study groups from TAP	-.24	1	n.s.

$N = 446$

Table E-6

Mann-Whitney U Test Results of the Analysis of Differences in the Rankings of the Factors by Current API 1-5 Teachers in Shortage Areas vs. Not in Shortage Areas

	z	*df*	*p*
Support from administration at school	-.98	1	n.s.
Availability of materials	-.51	1	n.s.
Helping children learn and develop	-.58	1	n.s.
Chance to influence policies & decisions	-2.11	1	.035
Freedom and autonomy	-.98	1	n.s.
Time spent on non-teaching duties	-.92	1	n.s.
Chance to grow professionally	-.25	1	n.s.
Support from the parents	-1.52	1	n.s.
Salary	-1.91	1	n.s.
Benefits	-1.24	1	n.s.
Signing bonus from TAP	-1.58	1	n.s.
Stipend from TAP	-1.47	1	n.s.
Additional coaching services from TAP	-1.33	1	n.s.
Professional expense accounts from TAP	-.63	1	n.s.
Study groups from TAP	-1.91	1	n.s.

$N = 418$

Table E-7

Mann-Whitney U Test Results of the Analysis of Differences in the Rankings of the Factors by Teachers Who Transferred to API 6-10 Schools in Shortage Areas vs. Not in Shortage Areas

	z	*df*	*p*
Support from administration at school	-1.02	1	n.s.
Availability of materials	-.56	1	n.s
Helping children learn and develop	-.17	1	n.s.
Chance to influence policies & decisions	-1.38	1	n.s.
Freedom and autonomy	-1.86	1	n.s.
Time spent on non-teaching duties	-1.41	1	n.s.
Chance to grow professionally	-1.46	1	n.s.
Support from the parents	-2.01	1	.044
Salary	-.44	1	n.s.
Benefits	-1.36	1	n.s.
Signing bonus from TAP	-.23	1	n.s
Stipend from TAP	-1.24	1	n.s.
Additional coaching services from TAP	-1.47	1	n.s.
Professional expense accounts from TAP	-.01	1	n.s.
Study groups from TAP	-1.50	1	n.s.

$N = 48$

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